DOCUMENT RESUME

ED 338 685 TM 017 510

TITLE	The Oklahoma Report: An Update on Education.
INSTITUTION	Oklahoma State Dept. of Education, Oklahoma City.
PUB DATE	Jan 91
NOTE	65p.
AVAILABLE FROM	Associate Superintendent, State Department of Education, 2500 North Lincoln, Oklahoma City, OK 73105-4599.
PUB TYPE	Statistical Data (110) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Academic Achievement; Educational Change; Elementary Secondary Education; Evaluation Utilization; Graphs; Recognition (Achievement); *School Statistics; *Standardized Tests; State Legislation; State Norms; *State Programs; Tables (Data); *Testing Programs; Test Results
IDENTIFIERS	*Educational Indicators; *Oklahoma

ABSTRACT

Information about education in Oklahoma beginning with the 1989-90 school year and continuing through December of 1990 is presented in a concise and usable format. This document is an overview of information useful to the public. Sections include: (1) common education recognitions and achievements; (2) 1990 school legislation; (3) educational evaluation, including results from nationally standardized tests; and (4) statistical information about the school system. Several students, administrators, and programs from the Oklahoma schools have gained recognition for achievements. Many educational reform efforts were the focus of legislation in 1990, ranging from finance to assessment. Key indicators of the U.S. Department of Education indicated that in 1988 Oklahoma ranked 32nd in high school graduation, 44th in current expenditures per pupil, and 28th in percentage of federal funds. In 1989, the state ranked 24th (out of 28) in scores in the American College Testing Program. In 1990, the state adopted the Iowa Tests of Basic Skills and the Tests of Achievement and Proficiency as measures of student achievement. Scores ranged from the 53rd through the 59th percentiles. Data relating to these and other indicators of education in Oklahoma are presented in 15 tables and 22 figures. Four appendices describe: (1) 1990 legislation; (2) benefits and cautions concerning the use of standardized tests; (3) the Oklahoma Graduation Test Program; and (4) student and professional staff minority representation. (SLD)

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The Oklahoma Report

an update on education

January 1991

Oklahoma State Department of Education

Sandy Garrett
State Superintendent of Public Instruction
and
Secretary of Education

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CONTENTS

	Page
INTRODUCTION	1
EXECUTIVE SUMMARY	2
COMMON EDUCATION RECOGNITIONS AND ACHIEVEMENTS	5
1990 SCHOOL LEGISLATION	13
H.B. 1017	13
1990 Legislation	21
Summary of Senate Bill 770	21
EDUCATIONAL EVALUATION	22
Wall Chart - U.S. Department of Education	22
National Education Association Statistics	23
Oklahoma School Testing Program	24
Oklahoma Graduation Test Program	29
College Readiness - ACT and SAT Scores	32
Oklahoma Academic Scholars Program	36
Academic All-Staters	38
Advanced Placement Program	39
STATISTICAL INFORMATION	
On Teachers 1988-89	41
Minority Teacher Recruitment	42
History of Comparative Data	44
Information on Education: School Year 1988-89	45
FY-91 Common Education Appropriations	46
APPENDIX	
1. 1990 Legislation	48
2. Use of Standardized Tests: Benefits and Cautions	54
3. Oklahoma Graduation Test Program (OGTP)	57
4. Student and Professional Staff Minority Representation	58
ACKNOWLEDGMENTS	59

INTRODUCTION

The purpose of the Oklahoma Report is to present information about education in Oklahoma in a concise and usable format.

Each year the State Department of Education publishes thousands of pages of detailed educational information. No effort has been made to reproduce that depth of detail in this document. What we hope to provide is an overview of information useful to the public.

This report contains summaries of achievements by Oklahoma students and educators; a section on legislation affecting schools; a look at educational evaluations--including a chart of key indicators, articles on the Oklahoma School Testing Program, the new Oklahoma Graduation Test Program, college readiness; and a statistical overview. Throughout the report, the most current information available has been utilized.

As citizens and educators we have a wonderful opportunity at this time to improve education in our state. The facts and figures, the legislation and programs, the hopes and accomplishments--these are not the whole story of education in Oklahoma. That story is the future and what we do with it. To ensure a happy ending we must provide quality education opportunities.

Sandy Garrett
State Superintendent
Secretary of Education

EXECUTIVE SUMMARY

This report begins with the 1989-90 school year and contains current information up through and including December 1990. Much of the statistical information on education is released in arrears--information on 1989-90 is compiled after the end of the fiscal year June 30, 1990. At the time this report was prepared, audited figures were not available for 1989-90 (FY 90). In all cases the most up-to-date information available was used, and has been marked to indicate the appropriate year.

Oklahoma students have been cited for achievement in academics, leadership, social studies, writing, art, science, and mathematics. Teachers have gained recognition for excellence in teaching and work with computers. Administrators have earned honors for quality arts education programs and outstanding leadership. Local schools and districts have received national recognition for whole language, science, reading, career guidance, physical fitness, alternative education, at-risk education, library media, Indian education and staff development programs.

1990 was a landmark year for education-related legislation in Oklahoma. A special legislative session produced the education reform act, House Bill 1017, incorporating extensive changes in such areas as accreditation, curriculum consolidation/annexation, teacher/administrator certification, student testing, staff development, special education, kindergarten and early childhood education, at-risk education, student transfers and school finance. It also addressed such issues as extended school-year programs, deregulation, county school superintendents, school board members, class size reduction, parental involvement, restructuring the learning environment, parents of families receiving AFDC, appointment to the State Board of Education, student discipline, education oversight, teacher salaries and incentive pay, minority educators, vocational-technical education, school/business partnership, student records, teacher contracts and school personnel due process rights.

Legislation passed in the regular session concerned school election scheduling, building codes, dual office-holding, eligibility for tax-exempt or nonprofit license plates, education appropriations, the Teacher Retirement System, procedures for dispensing with school, post-employment benefits, school board member education, school consolidation and annexation, felony records searches, student hazing, student testing, teacher certification records, interstate student transfers, qualifications of State Superintendent of Public Instruction, school finance, and converting vehicles to alternative fuels.

Key indicators from the U.S. Department of Education indicate in 1988 Oklahoma ranked 32nd in high school graduation, 44th in current expenditures per pupil, 28th in percentage of federal funds, 8th in percentage of state funds and 39th in percentage of local funds. In 1989 the state ranked 24th in ACT Scores, 24th in pupil/teacher ratio, and 48th in teacher salaries.

Statistics from the national Education Association show 1988 current expenditures per pupil to be $3,213, the pupil/teacher ratio to be 15.2 (ranking the state 26th nationally) and the average teacher salary to be $23,070 (ranking the state 47th nationally.)

In 1990 the Oklahoma School Testing Program changed to the *Iowa Tests of Basic Skills (ITBS)* in grade 3, 5, and 7, and the *Test of Achievement and Proficiency (TAP)* in grades 9 and 11. *ITBS* test results were as follows: 43,102 3rd graders scored at the 55th percentile; 40,501 5th graders scored at the 58th percentile; and 39,384 7th graders scored at the 57th percentile. *TAP* results were as follows: 34,984 9th graders scored at the 59th percentile; 32,356 11th graders scored at the 53rd percentile. the national average is the 50th percentile.

The OSTP continued to use the *MAT-6 Writing Test* for the writing component, which is administered to students in the 7th and 10th grades. Results indicate Oklahoma students continue to perform at levels above the national average. The four-year history of the writing component shows that scores for students in the 10th grade indicate performance levels higher than those of the 7th-grade students, when compared to national norms.

Legislation passed in 1989 requires students to pass a graduation test before they can receive a high school diploma. The test will begin in the 1992-93 school year and will be administered to every 12th-grade student in Oklahoma public schools. It will include sections on reading and writing of English, mathematics, science, and U.S. history and government. Students will take the test before the end of October of their 12th-grade year, and will be able to retake sections not passed during the remainder of the year. Students who complete graduation requirements, but do not pass the graduation test, will receive a Certificate of Attendance and Completion.

In October 1989 the ACT converted to a new exam known as the *Enhanced ACT*. Oklahoma students taking the *Enhanced ACT* in 1990 scored a state average of 20.0; the national average was 20.6. Those students who were enrolled in a college core curriculum (four years of English, three years of math, three years of social studies and three years of natural science) posted a state average of 21.5; the national average was 22.3. These averages were based on scores of the 21,295 Oklahoma students taking the *Enhanced ACT* in 1989-90.

The 3,220 Oklahoma students taking the *SAT* in 1990 posted a verbal average score of 478 and a mathematical average score of 523. These scores were above the national average.

The State Board of Education awarded Oklahoma Academic Scholar recognition in 1990 to 1,162 graduating seniors from 215 schools in 68 counties. These students represent approximately 3.2 percent of the 1990 graduating seniors.

Each year since 1988 the Oklahoma Foundation for Excellence has honored 100 high school seniors as Academic All-Staters. Of those students named in 1990, 48 indicated they would attend college in Oklahoma, 35 will go out of state and 17 were undecided. The percentage of these students remaining in Oklahoma has increased each year.

In 1989 1,718 Oklahoma students from 54 schools took 2,313 Advanced Placement exams. The latest figures available (1988) show 62 percent of these exams received scores of 3 (qualified) or better.

In 1988-89 Oklahoma had 40,052 administrators and teachers employed in the public schools. Their average salary was $23,521.

In school year 1989-90, 25 percent of all students were minorities; 7.4 percent of professional educators were minorities. As a result of H.B. 1017, the Oklahoma Teacher Recruitment Center has been established to establish a teacher cadet program in high schools and junior high schools; implement statewide standards for effective multicultural teacher training; and recruit, retain and place minority teachers, especially in certification areas of critical shortage.

Oklahoma had 609 school districts in 1988-89; the average daily attendance was 542,693. Of these students, 36,773 graduated from high school (50.4 percent boys, 49.5 percent girls), and 297,968 were provided transportation to school.

In 1988-89 the total education revenue was $1,661,743,679, of which 31 percent came from local and county funds, 62 percent from state funds and 7 percent from federal funds. Oklahoma's per-pupil expenditure was $3,093 (1987-88 information most recent available), placing the state 44th in per-capita funding for students, below the 1987-88 national average of $4,243.

Common education received a total of $1,068,972,874 in state appropriations for FY91, an increase of more than 23 percent from the previous year. The largest single area of change (dollar amount) is an additional $201,118,714 for financial support of schools.

COMMON EDUCATION RECOGNITIONS AND ACHIEVEMENTS

The following are examples of national and regional recognition and achievements in Oklahoma common education beginning with the 1989-90 school year and continuing through December 1990. This report covers achievements of students, teachers, administrators, local schools and districts, and program/projects at the State Department of Education.

Students

The Oklahoma State 4-H Officers were one of the top 103 winners of the third annual Take Pride in America national awards program. Take Pride in America is a national campaign to increase awareness of the need for wise use of the nation's natural and cultural resources, encourage an attitude of stewardship and responsibility toward our natural resources, and promote volunteerism.

More than 200 Oklahoma high school seniors were designated as semifinalists by the National Merit Scholarship Corporation.

Students from Ponca City High School represented Oklahoma in national finals of the National Bicentennial Competition on the Constitution and Bill of Rights in Washington, D.C.

A Copan High School student was named to the Honors Group in the 49th annual Westinghouse Science Talent Search. Julie Johanna Capps chose "Using Yesterday's and Today's Technology to Forecast Tomorrow's Weather" as her research topic. The honors (semi-final) category cited 303 of the nation's most scientifically talented high school seniors, chosen from 1,431 qualified entries.

A 5th grade student from Bartlesville was honored in the 1989 national *What's In the News* essay contest. Julie Wren, from St. John School, appeared on the weekly current events program to read her essay, "Something I Would Put In a Time Capsule is. . ." Her essay was one of eight selected from more than 3,600 submitted nationwide. Amanda Lively of Gotebo won an honorable mention in the contest. What did Julie put in the time capsule? ". . .a block of concrete from the Berlin Wall." Students from Tulsa, Gotebo, Lomega, Ada and Bartlesville won honorable mention in the contest.

Three Oklahoma seniors were honored by the National Achievement Scholarship Program for Outstanding Negro Students, a National Merit Scholarship program that recognizes able secondary school students who are African Americans. The Oklahoma winners are Christoper S. Walker of Eisenhower High School in Lawton; Marna T. Renteria of Booker T. Washington High School in Tulsa; and Robert T. Taylor of Wagoner High School.

The Shell Oil Company Foundation named two Oklahoma seniors as winners of the Shell Century II Leaders scholarships. Robert T. Taylor, Wagoner High School, and Michael A. Kumin, Norman High School, were selected because of school and community involvement, leadership skills, academic success and awareness of current events. Contest participants also had to develop a projection for innovative leadership on a particular issue affecting America's future. Each of the state winners received a $1,500 college scholarship and advanced to the national competition.

Four Oklahoma high school students were selected to represent the state at the national Citizen Bee competition in Washington, D.C., in June. The first place winner was James H. Marshall, a senior from Enid High School. Other winners represented Preston High School, Fort Gibson High School and Norman Central Mid-High.

The White House Commission on Presidential Scholars selected Dana C. Brown of Norman High School and Brian C. Knowles of Yukon High School as the Oklahoma winners in the 1990 Presidential Scholars Program. Each year the program honors the nation's most distinguished graduating high school seniors on the basis of academic and artistic success, demonstrated leadership and involvement in the school and the community. Nine other Oklahoma students had been named as finalists in the program.

The National Council of Teachers of English named Randy Grau, an 8th grader at Cimarron Middle School in Edmond, as a Promising Young Writer. Winners were chosen for exceptional writing ability as demonstrated by an impromptu essay and samples of the student's best work. The program honored 345 8th-grade students from the United States, Canada and American schools abroad.

Kellie Haggard of Stillwater High School won the 1990 "Ability Counts" journalism contest sponsored by the Governor's Committee on Employment of the Handicapped. Students were asked to investigate and write on the theme "Employment: A National Priority." Emphasis was placed on journalistic approach, particularly investigative reporting.

Misty Crandall, a senior at John Marshall High School in Oklahoma City, won the first place in the 1990 National Women's Hall of Fame poster competition. This year's theme was "Courageous Voices Echoing in Our Lives."

Two teacher/student art teams from North Rock Creek Schools and Pleasant Grove Schools in Shawnee were among eight teams selected from across the United States to participate in a TDK Corporation innovative study program in Japan. Now in its eighth year, the Japan Trail program has given 75 students in the 7th and 8th grades and their teachers a chance to visit Japan.

Two Stratford students were named winners in the 41st International Science and Engineering Fair. Tamara Turner, whose research topic was "Nitrates in Ground Water," will have her work published.

Tim Kokesh of Bartlesville, a former Oklahoma and national MATHCOUNTS champion, competed as a member of the U.S. team in the International Math Olympiad held in July in Beijing, China. The U.S. team won third place, its highest finish since 1986.

Adrienne McVey, a Sapulpa 3rd grader, was one of 85 students selected for honorable mention in the 1990 *What's in the News* essay contest. More than 4,300 students responded to the nationwide write in activity. *What's in the News* is a weekly current events television series airing on OETA.

Holly Griffith, 5th-grade student from Bray-Doyle Elementary, was the Oklahoma winner in the National Young Reader's Day time capsule contest. Students wrote letters about their favorite books to children living 100 years from now. The winning letters were placed in a time capsule at the Library of Congress along with the students' photos, dossiers and favorite books.

The Oklahoma State Board of Regents for Higher Education named 253 freshmen at Oklahoma colleges and universities as recipients of scholarships in the Oklahoma Academic Scholars Program. The 1990-91 school year was the third for the state-funded program.

Homeland Stores named Zach Sullivan, 7th grader at Frink Chambers School in McAlester, the winner of their Drug Awareness Poster Competition. More than 83,000 students participated in the statewide contest.

Teachers

R. Eugene Earsom, a Moore High School social studies teacher, was named the 1989-90 Oklahoma Teacher of the Year. He teaches government and constitutional and criminal law. The other four finalists were: Patricia Britt, Durant Middle School; Judy G. Cox, Ada High School; Stephanie Lynn Henson, Duncan High School; and Susan McDonald, Shedeck Elementary, Yukon.

Two Oklahoma educators were named winners of the Presidential Awards for Excellence in Science and Mathematics Teaching for 1989. Susan Shumate, mathematics teacher at Edmond Memorial High School, received the mathematics award, and the science award went to Dr. Jeffrey L. Smith, Science Center curriculum supervisor for Oklahoma City Public Schools.

Margaret Stout, Guthrie High School English teacher, was invited by U.S. Education Secretary Lauro Cavazos to participate in a Regional Strategy Meeting on Choice.

Betty Bean, special education teacher at Eastside Elementary in Sallisaw, was awarded a National Rural Education Scholarship from the National Rural and Small School Consortium and the American Council on Rural Special Education. Bean was one of three winners selected nationally.

A Yukon language arts teacher was named Oklahoma's Top Teacher in the Homeland Stores Inc./Apple Computer "Apples for the Students" program. Debbie Schimmer, a 5th-grade teacher at Shedeck Elementary, designed an instructional program using Olympic athletes as examples of people who must drill and practice to achieve their goals just as students must drill and practice during their activities to achieve skill competency. Students can earn "Olympic medals" for completion of tasks.

Homeland Stores and Apple Computer also honored a number of Oklahoma educators in the "Top 25 Teacher Award" program for teachers participating in the "Apples for the Students" program. Teachers were nominated by fellow teachers, students, administrators and friends. They were judged on teaching philosophy, classroom activities using Apple computers and how they incorporated partnerships outside the school to help in the classroom. Since the "Apples for the Students" program began in 1988, Homeland has donated more than $2 million in computer equipment.

IBM selected Gary D. Sacket of Chamberlain Middle School in Fairview as the winner in its teacher of the year program. Sacket is a former Christa McAuliffe Fellow. During the last two years, Sacket and his 8th-grade students have conducted activities incorporating numerous computer and educational applications to the teaching of earth science and mathematics.

Marilyn King, a vocal music teacher at C. E. Donart High School in Stillwater, was named the Oklahoma Teacher of the Year for 1990-91. She was also nominated for national teacher of the year honors. Other finalists were: Dr. Patricia Ann Sargent, Broken Arrow; Penny Sue Jackson, Cache; Gigi Smith, Cheyenne, and Jo Ann Pierce, Duncan.

Four Oklahoma teachers were named recipients of Presidential Awards for Excellence in Science and Mathematics Teaching. Jodie C. Coulson, Madill Elementary School, won the elementary mathematics award. The secondary mathematics award went to Karen R. Reed of El Reno High School. Denise Slack, Jenks East Elementary School, won the elementary science award. The secondary science award went to Beverley McMillan of Ardmore Middle School.

Administrators

An Oklahoma City high school principal was named a winner of the 1990 Kennedy Center School Administrators Award. Joyce Henderson of Northeast High School was one of nine recipients of the award, which recognizes demonstrated support and commitment to quality arts education programs in the school and community.

Dr. Richard R. Schiller, Norman High School principal, was selected by the National Association of Secondary School Principals and the National School Safety Center as a 1990 Principal of Leadership. He was one of 10 school administrators chosen nationally for their ability to motivate their staffs, encourage their students and involve parents, business and the community in their school's educational goals.

Sandra Looper of Homer-Byng Elementary in Ada was named a National Distinguished Principal by the U. S. Department of Education and the national Association of Elementary School Principals. Looper was one of 60 principals honored for outstanding leadership and for their vital role in shaping the character and quality of education.

Local Schools:

Western Hills Elementary School in Lawton was named a Center of Excellence by the National Council of Teachers of English. The school's Whole Language Program, one of 130 school programs in the United States and Canada, is recognized for its high-quality instruction in English language arts.

Six Oklahoma schools were selected for recognition by the U.S. Department of Education in its 1990 Elementary School Recognition Program. The five public schools named are: Deer Creek Elementary, Deer Creek Schools, Edmond; Piedmont Elementary; Douglas Learning Center and Western Hills Elementary, Lawton; and Wiley Post Elementary, Putnam City Schools, Oklahoma City. Holland Hall Middle School in Tulsa is the only private school in the state to receive recognition this year. These Oklahoma schools are among 221 selected nationwide from a field of 497 nominations. Only 44 percent of the schools nominated nationally were selected, while in Oklahoma 86 percent of the schools nominated were both visited and selected--almost double the national average.

More than 100 schools across the state improved their standardized test scores well enough to be removed from the State Board of Education's low-performing and/or academically at-risk lists. Low-performing schools are those which score at or below the 25th percentile rank. At-risk schools are those identified as low performing for three consecutive years.

Three Oklahoma schools were named physical fitness champions by the President's Council on Physical Fitness and Sports. The schools are Hillsdale Christian in Hillsdale, Parmelee Elementary in Oklahoma City and Park Lane Elementary in Broken Arrow. Park Lane is a repeat physical fitness champion.

Six Oklahoma schools were nominated for the U.S. Department of Education 1991 Secondary School Recognition Program. The schools are Ardmore Middle School; MacArthur High School, Lawton; Longfellow Middle School and Whittier Middle School, Norman; U.S. Grant High School, Oklahoma City, and Stillwater High School. A national review panel will select schools for site visits in the spring, and schools selected for recognition will be announced in May.

Districts

A pilot program was conducted at Grant Public Schools to develop and implement a process for school improvement. A modification of Project LEAD was used in this development process specifically to assist low-performing schools.

The State Board of Education approved a pilot alternative education program at Moore Public Schools. Operating under a $20,000 federal grant, the program is designed to meet the needs of drop-out students, short- and long-term suspended students, senior students needing additional credits to graduate on time and students who need an alternative to school in traditional setting.

The U.S. Department of Education awarded a $141,000 grant to a partnership program between public schools in Heavener and Talihina to ensure that economically and academically disadvantaged students have equal access to high quality education. The FIRST program (Fund for the Improvement and Reform of Schools and Teaching) targets students at risk of dropping out of school.

Parent University, a three-hour workshop developed by Bartlesville Public Schools, Community Education and the Bartlesville Education Association, was designed to enhance student achievement by uniting the home and the school. More than 200 parents attended sessions taught by teachers, counselors and community resource people. Sponsors plan for Parent University to become an annual feature of American Education Week.

The U.S Department of Education awarded three Oklahoma school districts Even Start Program grants totaling more than $390,000 for projects to help parents who lack basic educational skills make sure their children reach their full potential as learners.

The Norman Public Schools' library media program won the 1989 National School Library Media Program of the Year Award.

More than $9 million in grants was awarded to improve educational opportunities of Oklahoma Indian children, youth and adults. The 348 grants were in addition to other federal Indian education programs.

Norman Public Schools was named one of the top 10 staff development programs in the country. The National Council of States on Inservice Education presented the district a "Showcase of Excellence" award for its program of site-based staff development. The program allows decisions about professional growth and the improvement of teaching and learning to be made at the school site.

The Bartlesville Public Schools and Phillips Petroleum Company won a national business/education partnership award for their jointly sponsored Green Country Science Teachers Workshop. The award was presented by OMNI magazine and the National Association of Partnerships in Education at the National School Volunteer Program Conference in Dallas. The Bartlesville project annually attracts more than 300 educators from Oklahoma and Kansas and has grown from six speakers in 1981 to 31 separate activities in 1989, including a geological field trip and a tour of a regional medical center.

Glenpool Public Schools and Moore Public Schools were commended by the State Board of education for providing quality educational programs for economically disadvantaged children.

McAlester Public Schools won the first Drop-Out Prevention Award given by the Oklahoma Foundation for Excellence. The cash prize of $5,000 will be used to support the McAlester Achievement Action Program (MAP). The McAlester program was commended for its efforts in the areas of before-school peer tutoring, extended school days for students deficient in school credits, an alternative school offering school credit in a more individualized setting, parent-teacher visitation for all first-grade teachers and parents, and "Summer Bridge," a five-day high school orientation for at-risk 9th graders.

A Chapter 1 reading project in the Moore Public Schools was chosen to receive the Secretary of Education's Incentive Award as an effective exemplary program in meeting the special educational needs of children. Ninety-two projects were recognized nationwide for success in improving educational achievement in 1988-89.

Stillwater Schools and Canadian Valley AVTS were selected for recognition as having exemplary career guidance programs.

State Department of Education

The State Department of Education received three grant awards totaling more than $24 million from the U.S. Department of Education, Office of the Assistant Secretary for Special Education and Rehabilitative Services.

Oklahoma's 1989 Youth Arts Month celebration has been awarded the Grant Award as the most outstanding observation in the nation. This is the third time in six years that Oklahoma's observation has been awarded this prize by the Arts and Crafts Materials Institute of Boston, Massachusetts.

The State Department of Education hosted the 1989 Annual Meeting of the Council of Chief State School Officers in Oklahoma City on November 10-13. Council work centered on "Assuring Education Success for All" and gave specific attention to restructuring schools.

The State Department of Education assisted in the dissemination of 1990 Census Education Project information. Administrators and teachers were encouraged to incorporate the materials into their classes so students could become actively involved in the census. Full participation in the census was important to Oklahoma education as the numbers will be utilized to distribute federal program funds.

The State Department of Education and 20 other sponsors from business, government and education hosted the "Dare to Dream" conference featuring California math teacher Jaime Escalante. Escalante shared his strategies for motivating students with more than 2,600 educators, parents and students from as far away as Alaska.

The State Department of Education sponsored a drug and alcohol survey of more than 4,000 students in grades 6, 8, 10, and 12. Survey results showed alcohol and marijuana to be the drugs most widely abused by Oklahoma students, with 25.3 percent of Oklahoma 12th graders at either moderate or high risk in their use of drugs and alcohol. Alcohol is one of the substances most widely used among Oklahoma students surveyed, with 92 percent of seniors having tried it.

The Education Commission of the States awarded Oklahoma a $5,000 grant from the Southwestern Bell Foundation to fund statewide discussions about existing problems in teacher education and how to solve them. Oklahoma was one of 25 states named to receive the mini grants.

1990 SCHOOL LEGISLATION

A special legislative session during 1989-90 produced extensive change in the way the business of education is conducted in Oklahoma. House Bill 1017, the education reform act, was the centerpiece in a far-reaching program of legislated educational change. Its provisions are summarized, by area, as follows.

House Bill 1017

Accreditation

Requires the State Board of Education to adopt by February 1, 1991, accreditation standards that meet or exceed standards promulgated by the North Central Association of Colleges and Schools. The standards must be implemented with the 1993-94 school year and include standards for school counselors. High schools must meet standards by June 30, 1995, and all other levels by June 30, 1999. Schools failing to meet the standards by the dates set must be closed by the State Board and the students assigned to another school within the district or the district must be annexed to one or more districts.

Curriculum

Creates the Oklahoma Curriculum Committee to make recommendations to the State Board of Education concerning curricular standards.

The committee's responsibilities include: identifying various levels of competencies for students; identifying the core curriculum needed to enable students to attain the desired levels of competencies; identifying the curriculum needed for every student to have the opportunity to become proficient in the use of computer technology; reviewing the existing core curriculum; delineating which activities should be designated as extracurricular; reviewing the role and future use of the State Textbook Committee and state-recommended textbook list; identifying the courses and competencies appropriate to the teaching of a hands-on career program for students in grades 6 through 10; and investigating and identifying more efficient methods of coordinating nonacademic materials which support the more traditional curriculum offerings.

Requires the State Board of Education to adopt a statewide core curriculum by February 1, 1991, to be implemented by the 1993-94 school year. All students must gain literacy at the elementary and secondary levels through the core curriculum. The State Board is also required to provide an option for high school graduation based on attainment of desired levels of competencies in lieu of an amount of course credits earned. A promotion system based on competencies is also required to be adopted.

The new curriculum must be reviewed every three years.

Consolidation/Annexation

Allows school personnel who lose employment due to annexation or consolidation to be paid up to 80 percent of salary, excluding fringe benefits, in the form of severance pay. Restricts allocations from the Consolidation Fund to districts which announce their intent to consolidate or annex by July 1, 1991. Allocations will be made only to the first 250 local boards of education. Provides financial incentives for consolidation involving two or more districts. Allows dependent school districts consolidating with independent districts to enter into contracts for a three-year moratorium on school site closings. Authorizes State Board to promulgate rules for mandatory annexations of school districts. Requires all boards of education not filing a notification of intent to consolidate or annex by November 1, 1990, to submit to the State Board a Plan of Educational Development and Improvement by May 1, 1991.

Kindergarten/Early Childhood Education

Revises the compulsory school age-range requirements to 5 to 18 years of age. Requires kindergarten program to be directed to developmentally appropriate objectives. Allows school districts to excuse students for observing religious holy days. Requires new teachers hired after January 1, 1993, to have early childhood education certificates, and those hired before January 1, 1993, to have the certification by the 1996-97 school year. Allows all four-year-old children to attend an early childhood program starting with the 1990-91 school year. Gives priority to children who meet Head Start qualifications. Requires the State Department of Education to develop an early childhood education program directed to developmentally appropriate objectives for that age group. Districts may offer the program within the district, in cooperation with other districts or by contracting with private or public providers meeting State Board standards. Requires public schools to use increased state funding for new technology and innovation, including management and reporting practices, as well as instruction.

Extended School-Year Programs

Allows school districts the option of establishing an extended school year consisting of either 11 or 12 months in which school is offered in excess of at least six hours a day. Directs the State Board to establish selection criteria for a competitive grant process for plans that will provide measurable results and address remediation and offer the program to a diverse group of school districts or sites based on geography and school size.

Testing

Requires the SDE to review existing norm-referenced tests commercially available for statewide use, to designate the tests which evaluate the broadest range of identified, age-appropriate competencies

and to coordinate the selection process with the Curriculum Committee. The SDE must also provide school districts additional testing programs to measure additional competencies as part of the Oklahoma School Testing Program beginning with the 1992-93 school year. Requires each school district to provide educational material to their students, parents and at large public about the meaning and use of tests administered as part of the OSTP.

Deregulation

Creates the Oklahoma School Deregulation Committee to identify appropriate areas for deregulation and to review student transfer laws to make them more flexible and less restrictive.

Alternative Teacher Certification

Establishes procedure for granting alternative program teaching certificates to people with a baccalaureate degree who wish to teach foreign language, math or science. Limits these people to teaching only at the secondary level. These teachers must have five years of work experience outside education in the specialty and file a plan to meet all certification requirements for a standard certificate except for student teaching within five years. Requires alternative certification teachers to participate in the Entry-Year Assistance Program.

County School Superintendent

Abolishes the office of county superintendent of schools but allows current superintendents to complete their terms in office.

School Board Members

Requires local school board members or candidates to have a high school diploma or GED. Provides that continuing education courses, local and state workshops, seminars, conferences and conventions that satisfy the continuing education requirement for school board members be jointly approved by the SDE and the State Department of Vocational and Technical Education.

Class Size Reduction

Gradually lowers class size so that by the 1993-94 school year no class in grades K-6 will have more than 20 students and no teacher in grades 7-12 will be responsible for the instruction of more than 140 students on any given six-hour day. By 1997-98, no teacher in grades 7-12 will be responsible for the instruction of more than 120 students on any given six-hour day. Requires class size to be calculated as the average daily membership divided by the number of instructional staff by school site,

excluding self-contained special education classes, special education classes and Chapter 1 teachers. Requires school sites to provide a teacher's assistant or volunteer to each K-2 class with more than 20 ADM and which has more than 20 percent of the students meeting criteria commensurate with eligibility for the National School Lunch Act. Any class size violation will result in denial of accreditation. Allowing the school day for kindergarten to consist of six hours devoted to school activities beginning with the 1992-94 school year.

Parental Involvement

Directs the State Board to encourage local boards to promote the use of school buildings for community benefit before and after school and to explore outreach opportunities through school-parent agreement. Requires local districts to develop initiatives to promote schools as a congenial place for parents to visit. Directs the State Board to establish a program to encourage private employers to give employees with children in school time off to attend parent-teacher conferences at least once each semester and to develop a parent education program for parents. Requires all school districts to offer the parent education program by the 1994-95 school year.

Restructuring the Learning Environment

Requires the State Board to determine pilot project criteria and develop a selection process for considering proposals from local boards wanting to replace the traditional organization of teaching and learning with innovative pilot projects. Gives preference to those proposals offering teachers a substantial policy-determination role and a process for measuring the progress and achievement of students.

Parents of Families Receiving AFDC

Directs the Department of Human Services to encourage parents receiving AFDC to enroll their children in preschool or kindergarten or other appropriate school settings. Allows parents who attend parent-teacher conferences or parent education programs required by school authorities to apply the equivalent time to work experience or job training requirements if federal law provides.

State Board of Education

Requires new State Board members to be appointed on the basis of congressional districts. All members appointed after April 2, 1992, must have a high school diploma or equivalent.

Student Discipline

Directs the SDE to prepare educational materials for local districts related to effective classroom discipline alternatives to corporal punishment.

Education Oversight

Creates the Education Oversight Board and the Office of Accountability. Specifies the Secretary of Education as the head of the Office of Accountability and to oversee implementation of SB 283 and HB 1017. Allows the Secretary of Education to submit funding and statutory recommendations to the governor and legislative leadership for education in Oklahoma.

Teacher Salaries and Incentive Pay

Provides new minimum state salary schedules for the 1990-91 through 1994-95 school years. Beginning in the 1990-91 school year, the minimum salary for a beginning teacher with a bachelors degree will be $17,000. By 1994-95 that salary will be $24,060. Provides that teachers' salaries should not be calculated solely as a proportion of administrators' pay in the school district. Encourages districts to develop compensation schedules to reflect the districts' particular circumstances and to provide subject and differential and incentive pay for districts with specific geographical attributes. Requires districts to allow the public inspection of school superintendents' contracts at the State Department of Education. Requires the State Board to develop at least five model incentive pay plans and distribute information on them to local school board. Limits an increase in a teacher's salary to no more than 20 percent for one year. Beginning with the 1991-92 school year, school districts may adopt an academically based incentive pay plan. Requires the appointment of a community advisory committee to assist the school board in awarding incentive pay. Requires local boards to appoint an advisory board to assist in the development of its plan. School districts will be required to adopt plans upon the petition of 25 percent of the district's classroom teachers. Provides that student test scores shall not be the sole criteria used for determination of incentive pay.

Staff Development

Allows districts to reimburse teachers and administrators who complete staff development courses in their field of instruction or in courses that will enable them to obtain additional professional qualifications one-half of the tuition if they receive a 3.0 grade or better.

Minority Educators

Directs the State Board to work with the State Regents for Higher Education in developing a program for recruiting, training and placing minority educators in public schools.

Vocational-Technical Education

Requires the State Board of Vocational and Technical Education to implement higher academic standards emphasizing communication, computation and applied science for its students. Requires the Vo-Tech

Board to develop a plan for providing adequate vocational courses for all students with the ability to benefit from them. Directs the Board to cooperate with the SDE in development of hands-on career exploration activities for grades 6-10 and integrating academic competencies into vocational instruction. Directs the Board to develop a plan for teacher training and acquisition of new technology to modernize vocational education programs.

At-Risk Students

Directs the State Board to review federally sponsored at-risk student pilot programs and to identify alternative programs to local schools in order for them to explore alternative education programs targeted for the at-risk student.

Training for School Administrators

Directs the State Board to study programs, using models and expertise from the private sector, targeted at the development of leadership skills for school administrators. If funds are available, such programs are to be completed for the 1992-93 school year.

School/Business Partnership

Encourages local school boards to explore the benefits of local foundations and establish partnerships with local businesses to supplement publicly funded basic programs.

Teacher Standards

Requires the Professional Standards Board to create a subcommittee for teacher training in the 21st century. The subcommittee must take notice of the critical role in the education process as well as projected teacher shortages. Other concerns are the development of minority teachers and standards for alternative certification.

Teacher Principals' Certification

Requires teaching principals to hold an administrative certificate after July 1, 1993.

Requires the State Board, the State Vo-Tech Board and the State Regents to examine the educational service delivery system in Oklahoma to determine areas of duplication and overlap in the provision of educational services. The review is to include various areas of interagency coordination, private sector support to education and technical assistance to schools developing school-based child care and at-risk programs.

Weight Study

Requires the State Board to review school formula weights, using the education cost accounting system, and make recommendations for revisions.

Special Education

Creates the Oklahoma Special Education Assistance Fund to provide funding to local school districts where exceptional children are placed by a state agency in custodial or noncustodial foster care homes, group homes or residential hospitals or shelters and independent living facilities. The maximum that could be paid from the fund is $2,000 per child per month.

Administrative Costs

Requires the State Board to develop a plan to limit the percentage of school district expenditures for administrative services. Provides for an advisory committee. Delineates categories of expenditures.

Student Records

Prohibits any student from being advanced to the next grade level after the recommendation of a teacher that the child should be retained unless a written demand is signed by the parent or guardian. The demand becomes part of the student's permanent record.

Teacher Contracts and School Personnel Due Process Rights

Provides that school districts or board members are not liable for the unfulfilled portion of any teacher or administrator's salary if a school site is closed due to accident, storm, fire, or otherwise, except for epidemics or other closings ordered by a public health authority, and another suitable site cannot be found. Defines career teacher as one who has completed three consecutive school years as a teacher at one district under a teacher's contract. Probationary teachers are those who have served less than three years. Provides that the powers of school superintendents related to due process shall be exercised by the county school superintendent in the case of a dependent district.

Creates the Administrator Evaluation Committee to develop standards for the evaluation of administrators and guidelines for training and support programs for administrators.

Directs the State Board to promulgate standards of performance and conduct of teachers and requires the standards to be distributed by local school boards to teachers by April 10 of each year. The standards are to be considered by local boards in determining the professional performance of teachers in due process proceedings.

Establishes admonishment procedure when an administrator identifies poor teacher performance or conduct which may lead to a recommendation of dismissal or nonreemployment. Requires written recommendations for the dismissal or nonreemployment of teachers. Provides process for a local board to follow upon receiving a superintendent's recommendation of dismissal or nonreemployment. Provides requirements for the trial *de nova* of career teachers. Permits a superintendent or local school board to immediately suspend a teacher with pay during the process of a dismissal or nonreemployment procedure in the best interests of the children.

Student Transfers

Allows student transfer appeals to the State Board; limits Board authority to correcting actions that violate the statutes.

New School Funds

Creates the Common School Fund authorized in the Oklahoma Constitution. Directs that after January 1, 1991, ad valorem revenues raised from commercial/industrial real and personal property and public service corporations on the fair cash values over $500,000 and after July 1, 1991, gross production tax, motor vehicle registration taxes and fees and rural electric cooperative taxes dedicated to schools be placed in the fund. Requires the Office of State Finance to create a separate and identifiable account within the General Revenue Fund into which one-twelfth of the estimated annual revenue attributable to the tax changes will be transferred. Specifies that funds deposited in the separate account shall only be used to fund the reforms in HB 1017.

Increases corporate income tax from 5 percent to 6 percent. Increases the tax on state and national banks and credit unions from 5 percent to 6 percent. Increases state sales tax from 4 percent to 4.5 percent.

State Aid Formula

Creates a new school finance formula which uses average daily membership for Foundation and Salary Incentive Aid. Applies the special education weights and the economically disadvantaged weight to both sides of the formula. Adds a grade level weight and district sparsity-isolation weight and applies whichever is greater with restrictions. Makes a district's excessive general fund carryover a penalty against state aid beginning with the 1992-92 school year. Adds a new weight for optional extended school year.

School General and Building Fund

Specifies that the revenue from the 39 operational mill levies must be deposited in the district's general fund and not in the district's building fund.

1990 Legislation

House Bill 1017, far reaching as it was, was certainly not the only legislation enacted in 1990 affecting education. Summaries of the other 1990 school laws, some of which amend House Bill 1017, may be found in the Appendix, beginning on page 49.

Summary of Senate Bill 770

Appropriations for the Support of Public School Activities

Section 24.

Establishes the payment schedule from monies appropriated and reappropriated by Sections 7 through 13, 16, 19, 21 and 22.

Funds appropriated by Sections 7, 9, 10 and 11 are to be expended for Local and State-Supported Financial Support of Public Schools ($1,032,034,672).

Funds appropriated and reappropriated by Sections 8, 12, 13, 16, 19, 21 and 22 are to be expended for Local, State-Supported Programs Financial Support of Public Schools unless otherwise specifically allocated ($57,652,923).

Purchase of Textbooks	$14,157,910.00
Psychometric Services	950,818.00
Staff Development	1,629,739.00
Teacher Consultant Stipends	1,026,854.00
School Lunch Matching	2,612,123.00
School Lunch Programs	3,618,375.00
Homebound Children	1,278,696.00
Library Resources	2,850,114.00
Community Education	401,000.00
Alternative and At-Risk Education	2,350,000.00
Arts-in-Education	294,450.00
Career Education	135,144.00
School/Community Network for Arts-in-Education	154,196.00
Instructional Cooperative and Technological Education	2,681,475.00
Community Literacy	200,000.00
County Superintendents' Salaries	75,500.00
Health and Nutrition	300,000.00
Adult Education Matching	501,808.00
Driver Education	1,720,000.00
Early Intervention	582,281.00
Hissom Compliance	988,000.00
Administrative and Support Functions of the State Department of Education	19,144,440.00
SUBTOTAL, PARAGRAPH 2:	$57,652,923.00
TOTAL State School Aid Programs	$1,089,687,595.00

EDUCATIONAL EVALUATION

This section will present information on a number of different points usually considered in evaluating educational performance.

The material begins with an Oklahoma summary of the U.S. Department of Education State Educational Performance Chart, known as the "wall chart." These indicators include both student performance and resource inputs.

There is information on the Oklahoma School Testing Program and the Oklahoma Graduation Test Program, both statewide standardized student assessments. College readiness is considered in an article on the ACT (American College Testing Program) and SAT (Scholastic Aptitude Test), both standardized college entrance examinations; and there is a discussion of programs for top-flight students--the Oklahoma Academic Scholar program, the Academic All-Staters program, and Oklahoma participation in the College Board's Advanced Placement Program.

The material centers on both present performance and on trends. The statistics provide an overview of past performance and indications of possible future performance, but most importantly these indicators help determine the strengths and weaknesses of the educational process.

Oklahoma Summary Wall of Selected Key Indicators U.S. Department of Education

	1972	1980	1982	1986	1987	1988	1989
ACT Score							
Oklahoma	18.7	17.8	17.6	17.8	17.7	18.0	17.7
National Average	19.1	18.5	18.4	18.8	18.7	18.8	18.6
Rank (Out of 28)	21	20	21	25	25	22	24
High School Graduation Rate (adjusted)							
Oklahoma	--	--	70.8	71.6	72.6	71.7	--
National Average	--	--	69.7	72.1	71.7	71.1	--
Rank	--	--	30	34	31	32	--
Current Expenditures Per Pupil							
Oklahoma	$731	$1,926	$2,673	$3,146	$3,099	3,093	--
National Average	$990	2,272	2,726	3,756	3,977	4,243	--
Rank	43	32	26	40	42	44	--
Pupil/Teacher Ratio							
Oklahoma	22.7	17.6	17.2	16.6	16.9	16.9	16.5
National Average	22.3	19.1	18.9	17.9	17.7	17.6	17.4
Rank	27	14	17	22	24	23	24
Federal Funds (%)							
Oklahoma	13.5	14.1	9.2	5.9	5.6	6.0	--
National Average	8.9	9.8	7.4	6.7	6.4	6.3	--
Rank	17	11	17	30	32	28	--
State Funds (%)							
Oklahoma	45.2	55.7	65.4	63.3	66.5	65.5	--
National Average	38.3	46.8	47.6	49.4	49.7	49.5	--
Rank	20	15	7	11	7	8	--

	1972	1980	1982	1986	1987	1988	1989
Local Funds (%)							
Oklahoma	41.3	30.3	25.4	30.9	27.9	28.2	--
National Average	52.8	43.4	45.0	43.9	43.9	44.1	--
Rank	33	40	41	40	40	39	--
Teacher Salaries							
Oklahoma	$7,647	$13,107	$16,210	$21,419	$21,468	$21,630	22,000
National Average	$9,705	$15,970	$19,274	$25,201	$26,556	$28,008	29,567
Rank	45	43	43	38	44	47	48

Oklahoma's 1989 ACT score, 17.7, and ranking, 24th, are slightly lower than last year's score of 18 and ranking of 22nd. Since 1982, the State's ACT score has imporved by one-tenth of a point, but its ranking dropped from 21st to 24th. Oklahoma's 1988 graduation rate is 71.7 percent, somewhat higher than the national average of 71.1 percent. During the 1982-1989 period, the State's average did not improve as much as the national average and its rank slipped from 30th to 32nd.

National Education Association Statistics

Data collected by government agencies, like that presented in the wall chart are collected independently and separately from those of other education research entities. Due to differences in definition, scheduling and frequency of revision, education statistics often differ from source to source.

The following are 1989 and 1990 National Education Association (Rankings of the States, 1990, Sept. 1990) statistics on key Oklahoma Indicators.

	1989	1990
Current Expenditures Per Pupil	$3,213	--
Pupil/Teacher Ratio		
Oklahoma	--	15.2
National	--	15.9
Rank	--	26
Federal Funds (%)		
Oklahoma	8.8	--
National	6.3	--
Rank	11	--
State Funds (%)		
Oklahoma	58.8	--
National	49.5	--
Rank	14	--
Local Funds (%)		
Oklahoma	32.4	--
National	44.2	--
Rank	38	--
Teacher Salaries		
Oklahoma	$23,070	--
National	$31,166	--
Rank	47	--

Oklahoma School Testing Program (OSTP)

Achievement Test Component

Statewide student testing began in Oklahoma in school year 1985-86 with the Oklahoma School Testing Program (OSTP), mandated by Title 70 O.S. 1981, § 1212.510 et. seq., House Bill 1466, 1985.

The *Metropolitan Achievement Test, 6th Edition (MAT-6*, The Psychological Corporation, 1985) was administered statewide to students in grades 3, 7, and 10 during 1986-89. Senate Bill 183 (May 1989) expanded the targeted grade levels for achievement testing to 3, 5, 7, 9, and 11--necessitating rebidding the program for a 1990 test administration contractor. Riverside Publishing Company's *Iowa Tests of Basic Skills (ITBS)* was adopted for use at grades 3, 5, and 7, and the *Test of Achievement and Proficiency (TAP)* for use in grades 9 and 11. These tests, both components of the same achievement test series, were administered to students in March and early April 1990.

Oklahoma students did not perform as well on the *ITBS* and *TAP* in 1990 as did the students who took the *MAT-6* tests in 1986 through 1989. This difference in scores was expected due to:

(1) the recency of the *ITBS* and *TAP* norms (1988) as compared with 1984-85 norms utilized for the *MAT-6*;

(2) the natural increase in scores which results from use of the same series of tests over several years as with administration of the *MAT-6*; and

(3) the more stringent measure of higher order thinking skills achieved on the newer tests as compared with the *MAT-6* series.

To determine the extent of differences in scores that could be expected from one test series to another, an equating study was conducted in which the *MAT-6* and *ITBS* or *TAP* were administered to the same set of students in 27 randomly selected schools in Oklahoma. The results revealed a difference in these students' scores on the two sets of tests. These equated scores were provided on reports returned to local schools and allow educators to estimate progress for individuals and groups of students over the years.

The 1990 OSTP results are displayed on the following table. A score of 50 represents the "national average." For example, a score of 56 means that the average Oklahoma student in that particular grade scored at or better than 56 percent of the students who comprised the national group utilized to establish norms for the test.

IOWA TESTS OF BASIC SKILLS (ITBS)

Grade	Number Tested*	Vocabulary	Reading Comprehension	Total Language	Total Work-Study Skills	Total Math Skills	Complete Composite **	Social Studies	Science	Total Composite ***
3	43,102	56	52 (56)	56 (63)	50	51 (56)	54	55	61	55 (60)
5	40,501	56	56 (68)	53 (63)	55	52 (59)	55	53	64	58 (65)
7	39,384	50	57 (68)	52 (64)	58	52 (59)	55	56	66	57 (66)

TESTS OF ACHIEVEMENT AND PROFICIENCY (TAP)

Grade	Number Tested †	Reading Comprehension	Total Math	Written Expression ††	Using Sources of Information †††	Basic Composite ††††	Social Studies	Science	Complete Composite †††††
9	34,984	59 (81)	49 (66)	55 (67)	53	55	60	67	59 (72)
11	32,356	52 (56)	46 (58)	55 (60)	52	52	59	59	53 (62)

Key to Symbols used:

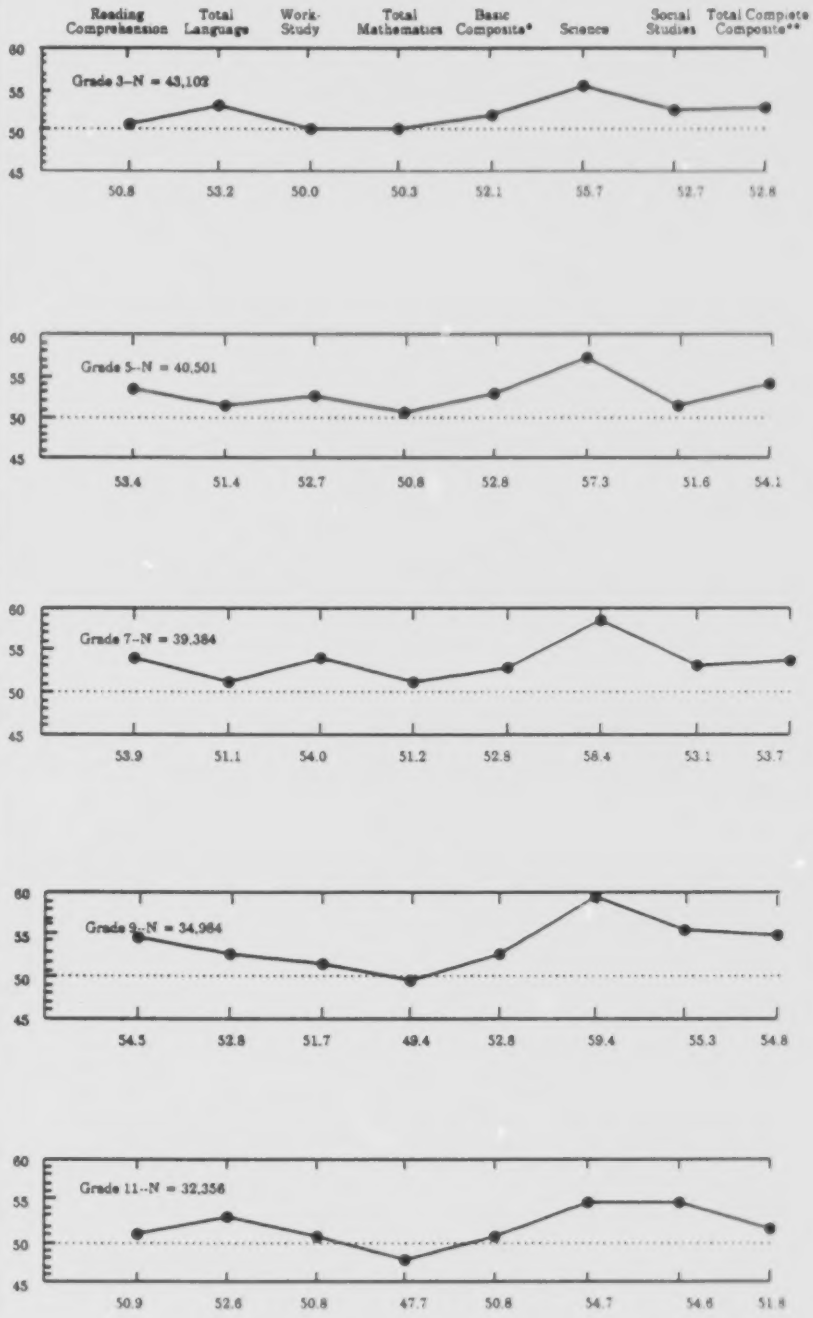
* Total number of students tested.
** The average of Reading, Mathematics, and Language subtest scores.
*** The average of all subtests administered.

† Total number of students tested
†† Same as "Language Skills" on the ITBS.
††† Reference Skills, or the same as Total Work-Study Skills for the ITBS.
†††† The average of Reading Comprehension, Mathematics, and Written Expression subtest scores.
††††† The average of all subtests administered.

These results indicate:

- Oklahoma students performed at or above the national average of the 50th percentile rank on all major subject areas, with the exception of mathematics at grades 9 and 11. These scores were at the 49th and 46th percentile ranks, respectively.
- In general, the highest performance across all grades was in Science and Social Studies.
- A comparison of overall performance from grade to grade reveals that students in grades 5, 7, and 9 performed higher in comparison to the national average than students in grades 3 and 11.

- These results are summarized on the line graphs below showing subject area "test totals" in Normal Curve Equivalent (NCE) scores for each grade tested. The NCE indicated by the large dots on the solid line is the average test score for all Oklahoma students. The dotted line represents the national average.



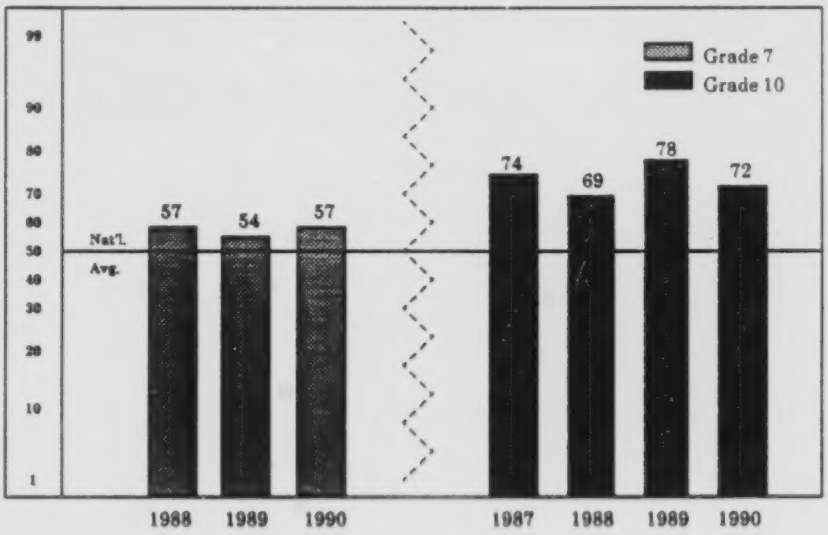
Writing Assessment Component

The Writing Assessment component of the OSTP began in 1987 (mandated by Title 70, O.S. Supp. 1985, § 1210.510 et. seq., Senate Bill 426). Administered in the 10th grade in 1987, and in the 7th and 10th grades in 1988-90, scores on the *MAT-6 Writing Test* indicate Oklahoma students continue to perform at levels above the national average.

The writing component was administered in February 1990. Students' papers were hand-scored through holistic and analytic procedures. These procedures measure different aspects of composition and are not intended to be comparable. The combination of the two scoring procedures yields data useful in assessing students' skill strengths and determining areas of skill reinforcement need. Such data provides a focus for instructional methods most beneficial for each student.

Holistic scores provide an overview of the general quality of composition skills demonstrated by each student in response to the combination picture and verbal prompt. Holistic raw scores are converted to provide a comparison of student performance with that of the national norm group.

The average Holistic score percentile ranks for grades 7 and 10 were 57 and 72, respectively, with 50 considered the "national average."



There is noticeable difference in 7th-grade students' scores compared with those of 10th-grade students. There is also consistency in the scores from year to year for students in each respective grade.

The Analytic score is used to evaluate four specific areas of writing skill--sentence formation, word usage, content development and writing mechanics. Analytic scores are given on a scale of one to four, with four being the highest performance level. The following table describes Oklahoma's 1990 performance in terms of the skill area, performance level within each skill area, and the percent of students scoring in each of the performance levels.

ANALYTIC SCORE SUMMARY--1990

	I Sentence Formation	II Word Usage	III Content Development	IV Writing Mechanics	
Score	% Students	% of Students	% of Students	% of Students	
4 (high)	23	19	21	17	Grade 7
3	47	56	53	46	
2	20	20	23	23	
1 (low)	10	5	3	14	
4 (high)	25	18	20	14	Grade 10
3	49	60	60	48	
2	18	18	18	24	
1 (low)	8	5	2	14	

The 1990 *MAT-6 Writing Test* scores are proportionately similar to those earned in preceding groups of the same grade level. Similar scores from the past four years reveal that all three 7th grade and all four 10th-grade groups performed at levels which exceed the "national average." However, 10th-grade students' average scores indicate performance levels higher than those of the 7th-grade students in comparison with national norms.

A summary of the benefits and cautions associated with standardized tests may be found in the Appendix, beginning on page 55.

Oklahoma Graduation Test Program

Requiring a graduation test for a high school diploma is not new. Although topics, grade levels tested and test methods vary, other states initiated similar test requirements as early as 1980.

The Oklahoma Graduation Test Program (OGTP) was mandated in Senate Bill 183 (1989) and House Bill 1017 (1990). The OGTP focuses on the development and administration of a battery of criterion-referenced tests to high school seniors. An excerpt from the legislation is reproduced in the appendix on page 58. Major points concerning the test are:

- test begins with the 1992-93 school year
- test is administered to every 12th-grade student in Oklahoma public schools
- test includes sections on reading and writing of English, mathematics, science, the history and government of the United States culture and the arts, and geography
- students shall have the opportunity to take the test no later than the end of October of their 12th-grade year
- students shall have additional opportunities during the remainder of their 12th-grade enrollment to retake sections of the test on which performance was unsatisfactory
- a student shall not receive a diploma from an Oklahoma public high school until that student has performed satisfactorily on all sections of the test
- a student who completes the requirements for graduation from an Oklahoma public high school, but who does not qualify for a diploma because of unsatisfactory performance on any section of the test shall receive a Certificate of Attendance and Completion

The focus of the OGTP is high school proficiency. What do students know and what skills do they have in addition to the completion of minimum graduation course requirements?

OGTP calls for a new definition of high school proficiency, a definition not only in terms of courses completed but also in terms of test performance in the senior year on specific subject area questions.

Under direction of the State Board of Education, committees of Oklahoma educators have worked to define appropriate curriculum in each area and to translate each curriculum into measurable objectives for testing. The special challenge has been to determine what testable knowledge and skills represent proficiency. What is proficiency? What are the minimum standards of an acceptable level of proficiency?

The committees consulted two major resources. *Suggested Learner Outcomes* in each subject area were published between 1985 and 1988 as guides to high school curriculum development. These served as the basis for general high school proficiency, and contained a number of objectives stated in measurable terms.

The second resource was contact with other educators. The 85 development committee members obtained feedback and reactions from close to 500 teachers, administrators and parents throughout the state.

OGTP is a program aimed at minimal yet reasonable standards of performance for all students. The chart below helps to clarify the scope and purpose of the OGTP.

What OGTP Is or Does	What OGTP Is Not or Does Not Do
• tests of minimum essentials in 7 curricular areas	• not comprehensive tests of all courses or of the entire high school experience
• concerned with basic skills and knowledge	• not concerned with all possible learnings
• intended for all students	• not focused on college-bound
• focused on graduates and their preparation for post-graduation life	• not focused on specific end of course measurement
• objectives-referenced tests with stated criteria for passing--seniors either pass or fail each subtest	• not standardized achievement tests--not norm-referenced tests--not geared to individual or group comparison--not used for "general information" or sense of relative standing--not diagnostic tests
• pass/fail scores will be set based on results of the field tests	• not programmed so that scores will fit a normal curve
• tests of the general, the fundamental, the practical	• not academic test or test designed to predict later academic performance--not college oriented
• concerned with students' attaining given objectives	• not concerned with students' attaining expected grade levels of performance; not scored or analyzed that way
• concerned with what is basic to the outcomes of high school education	• not concerned with the total process of education

The State Department of Education has divided the entire program into four phases.

Phase I:

- refine curriculum statements
- develop measurable objectives
- disseminate information statewide

Phase II:

- develop test items in all seven areas
- determine preliminary test length, format, scoring procedures
- pilot test the measurement items

Phase III:

- field test all test items
- validate test items
- determine number of test forms, test length, number of items per objective
- create a number of equated test forms in each area to accommodate the needs for several test administrations in the first two operational years
- explore means of field testing new items as part of an ongoing test-development process

Phase IV:

- administer test
- score and report results

College Readiness

The ACT and SAT

Of the two major assessments of college readiness--the *American College Testing Program (ACT)* and the *Scholastic Aptitude Test (SAT)*-- a greater number of Oklahoma's high school students take the *ACT*. The reason for the large difference in the number of students taking the two tests (21,295 students took the *ACT* in 1990, while 3,220 students took the *SAT)* is that Oklahoma universities require only the *ACT* for admission.

The *SAT* and the *ACT* are national tests which students pay a fee to take. The *SAT* measures developed verbal and mathematical abilities. The ACT tests students in five areas--English Usage, Mathematics Usage, Social Studies, Reading, and Natural Science Reading.

In October 1989 the ACT converted to a new test known as the *Enhanced ACT*. In the table below two sets of scores appear for some years. Those scores not in parentheses are for the *ACT* used prior to October 1989. Those scores in parentheses are *Enhanced ACT* estimates based on research to link previous *ACT* scores to the new test. The scores for 1990 are actual *Enhanced ACT* scores.

Summary ACT

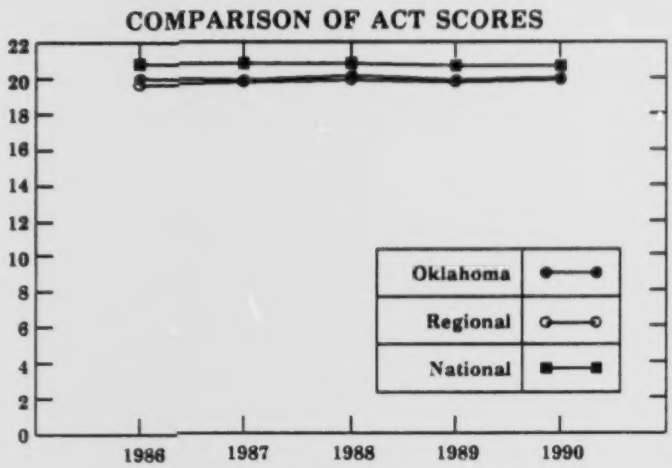
	Oklahoma		Regional		National	
1968	18.7		*		*	
1978	17.9		*		18.5	
1986	17.8	(20.0)	17.3	(19.6)	18.8	(20.8)
1987	17.7	(19.9)	17.4	(19.7)	18.7	(20.8)
1988	18.0	(20.1)	17.6	(19.8)	18.8	(20.8)
1989	17.7	(19.9)	17.5	(19.7)	18.6	(20.6)
1990		(20.0)		(19.8)		(20.6)

* Not available from the Regional or National Office

– Oklahoma students have consistently scored higher than the Region (Oklahoma, Texas, Arkansas, Louisiana, New Mexico) over the last 3 years.

– Oklahoma students made significant progress from 1987 to 1988.

These figures indicate Oklahoma's 1985-1989 scores for all graduates are below the national average but above the regional average, as shown below. The chart utilizes *Enhanced ACT* scores.



Summary
College Core vs. All Graduates

The table below details average *ACT* Scores for students enrolled in college core courses compared to all graduates, 1986-1990 graduating classes. Again, *Enhanced ACT* scores/estimates appear in parentheses.

Composite Scores

	All Graduates		College Core *	
Oklahoma				
1986	17.8	(20.0)	21.4	(22.4)
1987	17.7	(19.9)	21.0	(22.6)
1988	18.0	(20.1)	20.4	(22.1)
1989	17.7	(19.9)	19.8	(21.6)
1990		(20.0)		(21.5)
Region**				
1986	17.3	(19.6)	19.5	--
1987	17.4	(19.7)	19.7	(22.0)
1988	17.6	(19.8)	19.1	(21.6)
1989	17.5	(19.7)	19.0	(21.5)
1990		(19.8)		(21.2)
National				
1986	18.8	(20.8)	20.4	--
1987	18.7	(20.8)	20.8	(22.8)
1988	18.8	(20.8)	20.6	(22.7)
1989	18.6	(20.6)	20.9	(22.5)
1990		(20.6)		(22.3)

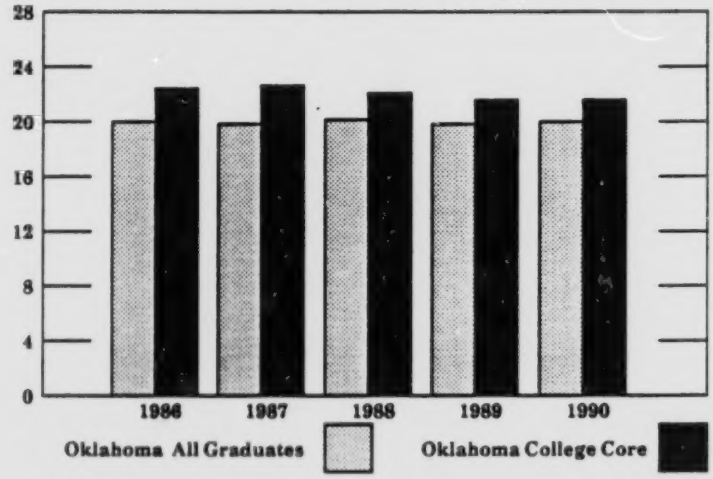
* English 4 years; Math 3 years; Social Studies 3 years; Natural Science 3 years

** Region = Arkansas, Louisiana, New Mexico, Texas, Oklahoma Source: ACT High School Profile Reports, 1986 and 1987

Source: The American College Testing Program, Iowa City, Iowa (National office).

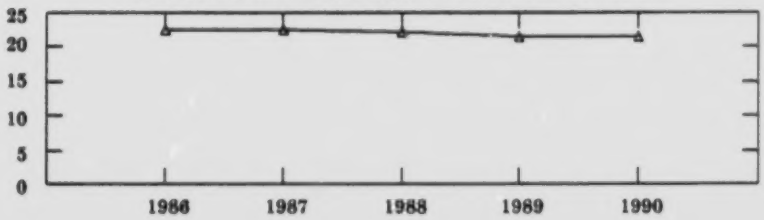
As shown below, composite scores for students enrolled in ACT college core courses have not remained as stable from 1986-1990 as have the scores for all graduates. This trend is also evident in regional averages but not as much in national averages.

OKLAHOMA ACT
COLLEGE CORE/ALL GRADUATES COMPARISON



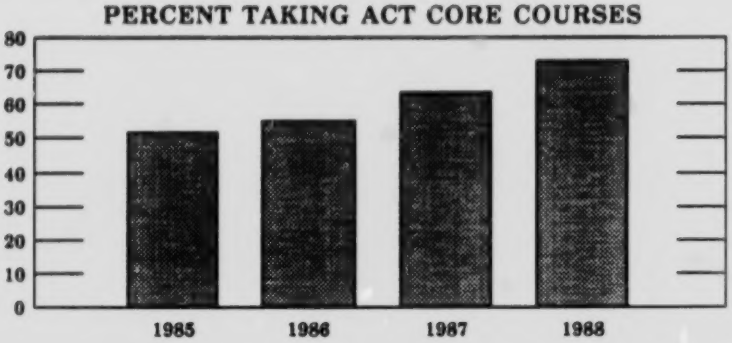
Scores for college core students have decreased from 1987-1990.

ACT COMPOSITE SCORES
OKLAHOMA CORE STUDENTS 1985-1989



At the same time there has been an upswing in the number of students enrolling in college core courses. (Percentage of students taking core courses is not available for 1989 and 1990.)

PERCENT TAKING ACT CORE COURSES



Scholastic Aptitude Test
Oklahoma Summary Report 1985-88

National

	1985	1986	1987	1988	1989	1990
% Male/Female	48/52	48/52	48/52	48/52	48/52	48/52
Scholastic Aptitude Test						
Verbal Average	431	431	430	428	427	424
% SAT-V 600 or More	7	8	8	7	8	7
% SAT-V 500 or More	26	28	27	27	27	25
% SAT-V 400 or More	59	62	59	60	59	59
Mathematical Average	475	475	476	476	476	476
Number of SAT Takers	977,361	1,000,748	1,080,426	1,134,364	1,088,223	1,025,523
SAT-Verbal Subscores						
Reading Subscore Average	43.2	43.3	43.2	42.9	42.9	42.5
Vocabulary Subscore Average	43.2	43.2	43.1	43.0	42.8	42.5
Test of Stnd. Written English	42.7	42.6	43.0	43.0	42.6	42.5
Achievement Tests						
Avg. of All Achievement Test Scores	540	540	544	543	546	546
Number of Achievement Test Takers	203,670	208,423	216,420	224,248	213,217	200,225

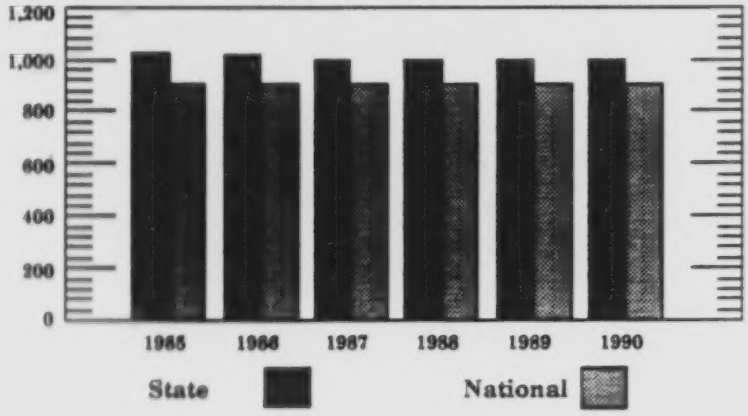
Oklahoma

	1985	1986	1987	1988	1989	1990
Scholastic Aptitude Test						
Verbal Average	497	487	486	483	479	478
% SAT-V 600 or More	20	17	17	15	14	15
% SAT-V 500 or More	51	47	46	46	43	43
% SAT-V 400 or More	82	81	77	79	78	78
Mathematical Average	531	521	520	522	522	523
Number of SAT Takers	2,310	2,505	2,962	3,252	3,189	3,220
SAT-Verbal Subscores						
Reading Subscore Average	50.2	48.9	49.0	48.4	48.3	48.0
Vocabulary Subscore Average	49.4	48.7	48.3	48.3	47.7	47.7
Test of Stnd. Written English	48.9	48.4	48.5	48.7	48.3	48.3
Achievement Tests						
Avg. of All Achievement Test Scores	574	568	576	565	568	576
Number of Achievement Test Takers	544	468	494	630	589	551

Source: The College Board, New York, NY.

While a considerably lower percentage of seniors take the *SAT* than take the *ACT*, *SAT* scores from 1985-1989 exceed the national average, whereas *ACT* scores for the same period are consistently below the national average.

SAT COMPARISON – OKLAHOMA/NATIONAL



Oklahoma Academic Scholars Program

Requirements for Recognition As An Oklahoma Academic Scholar

Students who meet all of the requirements listed below shall be recognized by the local school district and the State Board of Education as an Oklahoma Academic Scholar.

1. Accumulate over grades 9, 10, 11 and the first semester of grade 12, a minimum grade point average of 3.7 on a four point scale or be in the top 10 percent of their graduating class.

2. Complete (or will complete) 22 units for graduation which consist of at least:

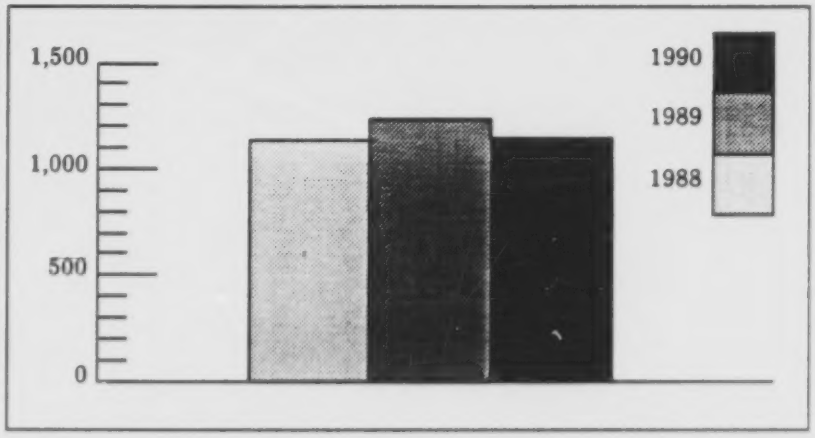
English	4 units (Grammar, Composition, Literature)
Mathematics	3 units (Algebra I, Algebra II, Geometry, Trigonometry, Analysis, Calculus) Note: one unit for the mathematics requirement may be completed prior to the 9th grade.
Science	3 units (Biology I, Biology II, Chemistry I, Chemistry II, Physical Science, Botany, Zoology, Physics, Physiology)
Social Studies	3 units (History, Government, Sociology, Psychology, Economics, Anthropology, Geography) or a combination of 2 units of social studies and 2 units of the same foreign language may be used to satisfy the requirement.

3. Score a 27 on the *Enhanced American College Test (ACT)* or 1,100 combined score on the *Scholastic Aptitude Test (SAT)*. The *SAT* or *ACT* must have been taken on a national test date before the date of graduation.

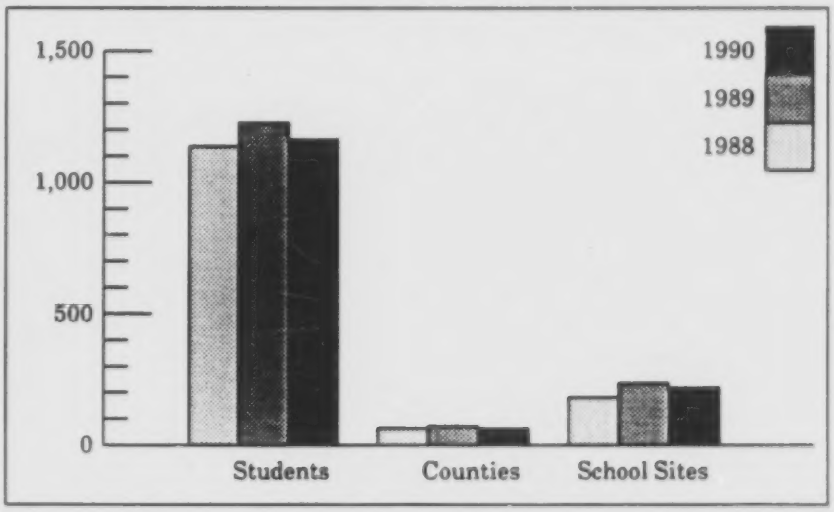
In 1989 the State Board of Education awarded 1,162 graduating seniors Academic Scholar recognition. Students honored were from 215 schools in 68 counties. These students represent approximately 3.2 percent of the 1990 graduating seniors.

1988	1,137	182 schools	68 counties
1989	1,231	235 schools	72 counties
1990	1,162	215 schools	68 counties

OKLAHOMA ACADEMIC SCHOLARS



OKLAHOMA ACADEMIC SCHOLARS PROGRAM



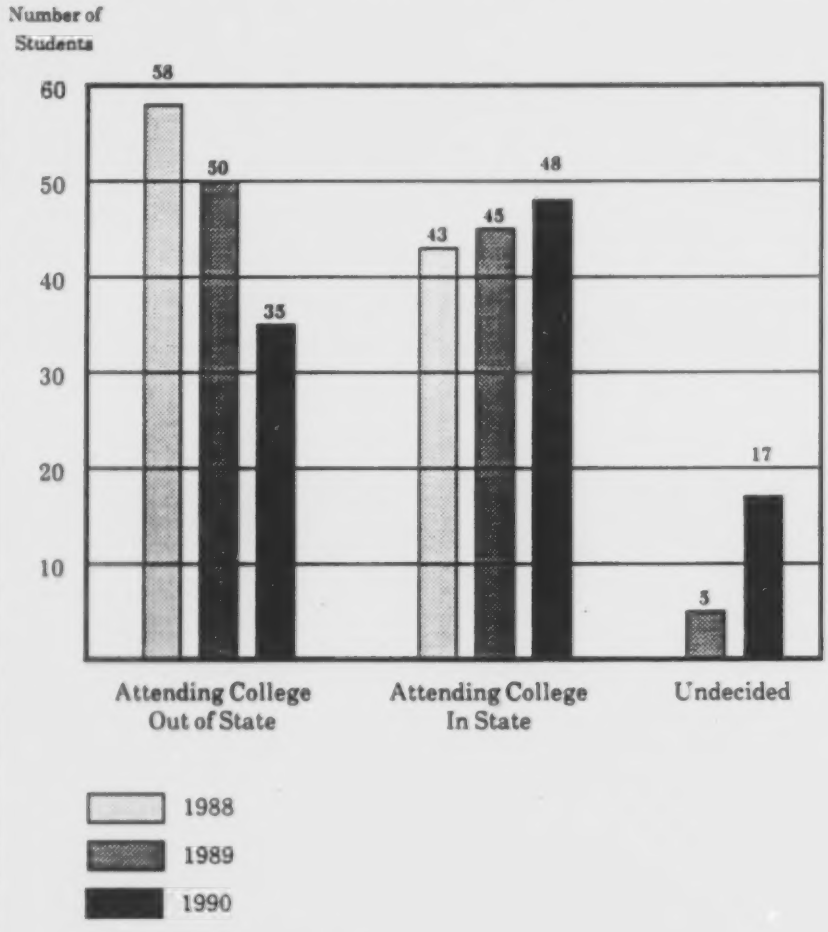
Academic All-Staters

Each year the Oklahoma Foundation for Excellence recognizes 100 high school seniors throughout the state as Academic All-Staters. To qualify, students must meet one of the following standards: an *ACT* score of at least 30; an *SAT* score of at least 1350; be a National Merit Semi-Finalist; a National Achievement Award Winner; or be ranked first or second in their class.

The Oklahoma Foundation for Excellence is a nonprofit, charitable organization created to recognize and encourage excellence in the teaching profession and to build greater statewide unity to encourage support and improvement of Oklahoma's educational system.

The following graph indicates the number of 1988, 1989 and 1990 Academic All-Staters who attend, or plan to attend, college in state and out of state. One set of twins was honored in 1988, bringing that year's total to 101.

WHERE ACADEMIC ALL-STATERS ATTEND COLLEGE



Advanced Placement Program

The College Board's Advanced Placement Program consists of college-level courses and exams for secondary school students. An AP course can take the form of an honors class, a strong regular course, a tutorial, or independent study. Compared to other high school courses, an AP course often takes more time, requires more work, gives greater opportunity for individual progress and accomplishment, and goes into greater depth.

AP examinations are given every year during two weeks in May at any school wishing to order and administer them. More than 90 percent of the colleges attended by AP candidates give credit and/or advanced placement to students whose AP examination grades are considered acceptable.

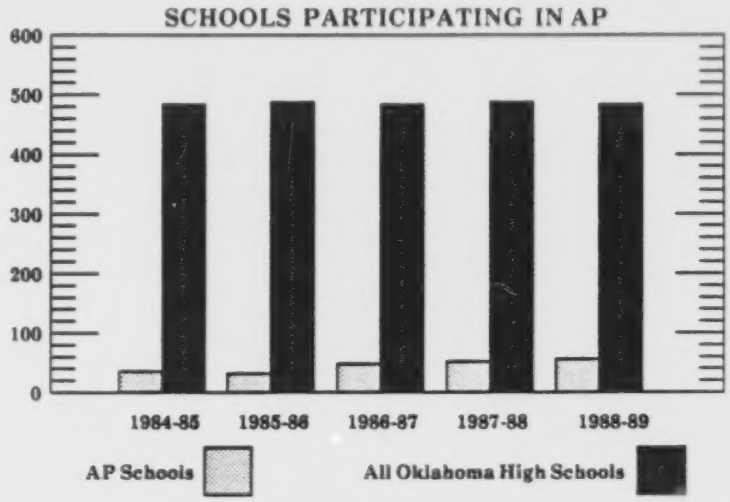
Every examination receives an overall grade on a five-point scale: 5 (extremely well qualified), 4 (well qualified), 3 (qualified), 2 (possibly qualified), and 1 (no recommendation).

The following chart shows the number of AP exams given in Oklahoma from 1984-89, the number of candidates, the percentage of the candidates who scored a 3 or better, the number of exam areas, and the number of participating schools. Although many students take advanced classes and might qualify for advanced placement, the figures listed below reflect only those who actually tested.

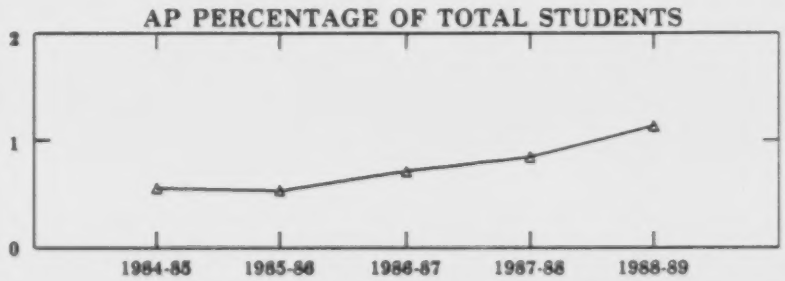
OKLAHOMA ADVANCED PLACEMENT DATA 1984-88

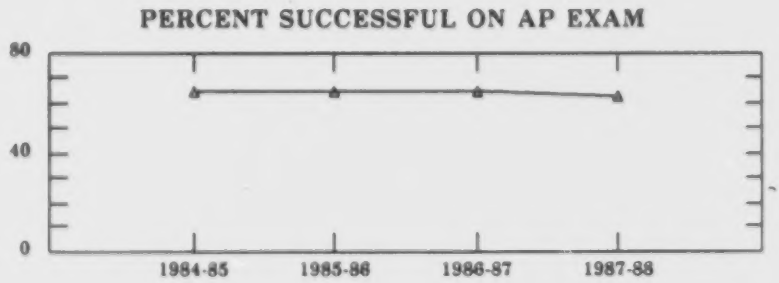
	1984	1985	1986	1987	1988	1989
AP Exams	965	1,178	1,161	1,583	1,849	2,313
Candidates	674	834	852	1,147	1,346	1,718
% 3+ Scores	63%	64%	64%	64%	62%	--
Exam Areas	22	22	20	24	25	26
Schools	33	37	33	47	53	54

The number of high schools offering AP has risen steadily from a low of 6.78 percent in 1985-86 to 11.16 percent in 1988-89.



Although, only 1.1 percent of high school students participate in AP, the percentage is up from a low of 0.54 percent in 1985-86.





STATISTICAL INFORMATION

On Teachers 1988-89

Position	Full-Time Equivalency	* Total Salaries	* Average Salary
Superintendent	456	$ 20,004,095	$ 43,869
Assistant Superintendent	114	5,170,075	45,359
Administrative Assistant	94	3,496,781	37,200
Nonteaching Principals:			
Elementary	662	23,194,485	35,037
Junior High	94	3,491,575	37,144
High School	299	11,000,215	36,790
Assistant Elementary	32	941,245	29,414
Assistant Junior High	64	2,178,059	34,032
Assistant Senior High	170	6,172,752	36,310
Middle School	107	3,882,395	36,284
Middle School Assistant	60	2,165,997	36,100
Teaching Principals:			
Elementary	332	9,483,265	28,564
Junior High	30	873,995	29,133
High School	176	5,090,712	28,925
Assistant Elementary	49	1,278,701	26,096
Assistant Junior High	14	390,176	27,870
Assistant Senior High	44	1,223,425	27,805
Middle School	10	293,149	29,315
Middle School Assistant	7	193,371	27,624
Teachers:			
Kindergarten	1,173	24,842,494	21,179
Prekindergarten	52	1,029,939	19,807
Elementary	14,989	322,913,893	21,543
Middle School	2,645	60,896,420	23,023
Junior High	2,827	63,782,819	22,562
High School	8,283	190,802,418	23,035
Vocational Agriculture	442	11,923,686	26,977
Vocational Home Economics	366	8,320,481	22,735
Other Vocational	328	8,132,841	24,795
Curr. Con. or Instr. Spec.	58	1,595,711	27,512
Supervisor, Cons. or Dir.	354	12,361,516	34,920
Counselor	1,016	27,394,310	26,963
Librarian	702	16,454,846	23,440
Nurse	160	3,391,254	21,195
Census and Attendance Sup.	10	314,620	31,462
Television Teacher	1	25,357	25,357
Psychologist	50	1,556,236	31,125
Visiting Teacher	18	464,686	25,816
Special Education Teacher	3,667	82,760,259	22,569
Municipal Junior College	1	19,594	19,594
Adult Education	5	132,148	26,430
Manpower, Development	1	18,890	18,890
AVTS operated by district	27	674,169	24,969
Psychometrist	63	1,751,639	27,804
TOTAL	40,052	$ 942,085,594	$ 23,521

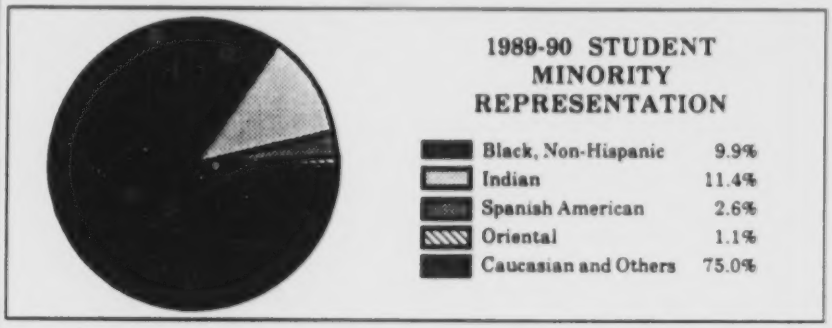
*Does not include fringe benefits

Source: Oklahoma State Department of Education
1987-88 Annual Report, Vol. 2.

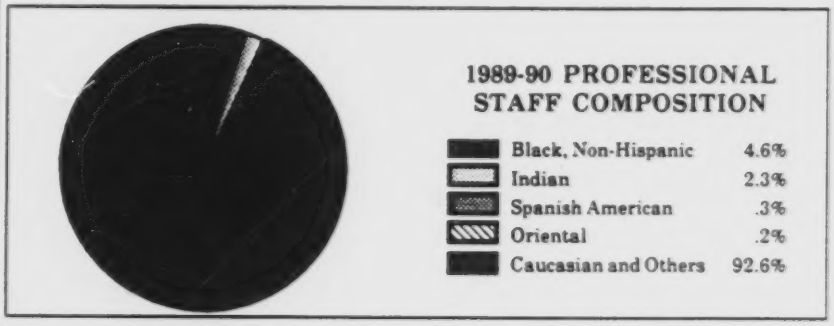
Minority Teacher Recruitment

There is a continuing national and state disparity between minority student enrollment and the number of minority education professionals.

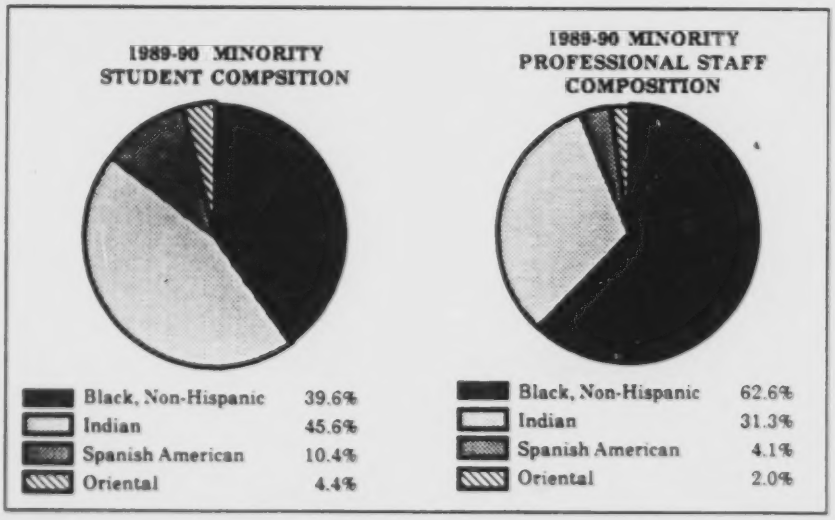
In Oklahoma in school year 1989-90, 25 percent of all students were minorities



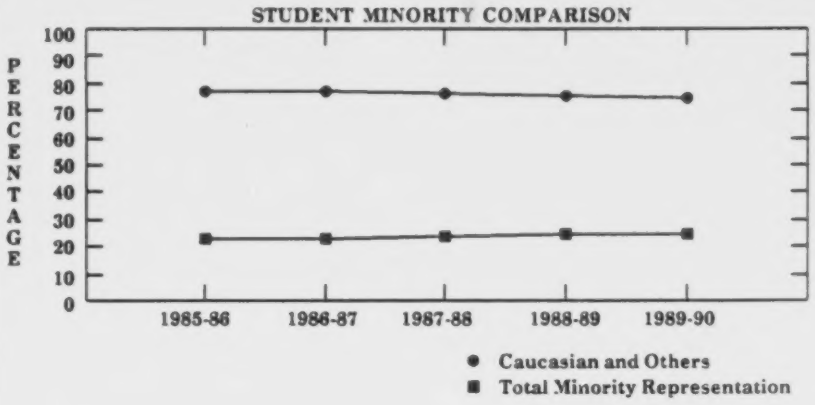
By contrast, 7.4 percent of professional educators were minorities.

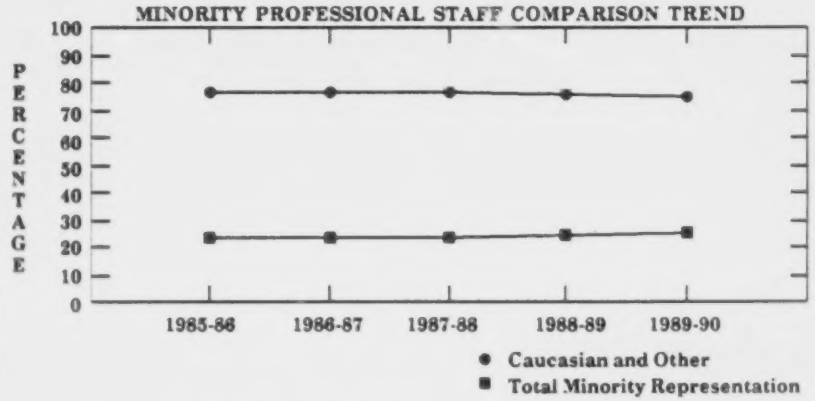


There are also disparities within minority representations, since some groups have high student representation, while other groups have high professional representation.



When trend lines beginning in 1985 are considered, a relatively flat profile is apparent. The trends indicated follow a similar curve, although there is more change on the student graph than on the professional.





A table of Student and Professional Staff Minority Representation may be found in the Appendix, page 59.

The need is for recruiting and retaining more minority teachers and administrators and for turning special attention to those minority groups under represented among professional educators when compared to the percentages of students from these groups.

HB 1017 provides for and directs the State Department of Education to work with the State Regents in recruiting, retaining and placing minority teachers in the public schools of the State of Oklahoma. As a result of this legislation the Oklahoma Teacher Recruitment Center has been established. Its goals are:

1. Enhancement of the teaching profession through establishment of a teacher cadet program targeting high school and junior high students;
2. Implementation of statewide standards for effective multicultural teacher training; and
3. Recruitment, retention, and placement of minority teachers across the state, especially in certification areas of critical shortage.

History of Comparative Data

Year	1980-81		1981-82	
Number of districts	618		616	
Number of teachers	38,464		38,894	
Average salary	15,170		16,992	
Local and county revenue	310,296,818.61	(29%)	343,862,483.69	(28%)
State dedicated revenue	138,393,361.38	(13%)	177,411,415.20	(14%)
State appropriated revenue	510,318,203.70	(49%)	634,985,119.55	(51%)
Federal revenue	93,192,880.07	(9%)	86,486,907.17	(7%)
Grand Total	1,052,201,263.76		1,242,745,925.61	

Year	1982-83		1983-84	
Number of districts	616		615	
Number of teachers	39,901		39,950	
Average salary	19,163		19,503	
Local and county revenue	383,813,883.91	(27%)	410,205,551.83	(29%)
State dedicated revenue	195,656,087.82	(14%)	207,169,948.93	(15%)
State appropriated revenue	736,821,427.30	(52%)	698,357,985.00	(50%)
Federal revenue	93,577,617.14	(7%)	90,048,175.91	(6%)
Grand Total	1,409,869,016.17		1,405,781,661.67	

Year	1984-85		1985-86	
Number of districts	615		613	
Number of teachers	39,903		40,889	
Average salary	19,974		22,458	
Local and county revenue	450,847,993.18	(31%)	467,757,401.54	(29%)
State dedicated revenue	212,206,148.16	(14%)	214,749,343.96	(13%)
State appropriated revenue	703,121,908.22	(48%)	841,434,389.92	(52%)
Federal revenue	97,795,571.68	(7%)	98,093,045.89	(6%)
Grand Total	1,463,971,621.24		1,622,034,181.31	

Year	1986-87		1987-88	
Number of districts	613		611	
Number of teachers	39,653		39,281	
Average salary	22,563		22,773	
Local and county revenue	485,846,910.00	(32%)	503,881,931.00	(32%)
State dedicated revenue	187,648,011.00	(12%)	194,883,148.00	(12%)
State appropriated revenue	760,464,577.00	(50%)	769,052,093.00	(49%)
Federal revenue	95,973,238.00	(6%)	104,479,690.00	(7%)
Grand Total	1,529,932,736.00		1,572,296,862.00	

Year	1988-89	
Number of districts	609	
Number of teachers	40,052	
Average salary	23,521	
Local and county revenue	509,804,315.00	(31%)
State dedicated revenue	195,983,635.00	(12%)
State appropriated revenue	838,017,039.00	(50%)
Federal revenue	117,938,690.00	(7%)
Grand Total	1,661,743,679.00	

Source: Oklahoma State Department of Education, 1988-89 Annual Report, Vol. 2.

Information on Education School Year 1988-89

- **SCHOLASTIC POPULATION**

1-12 School entries	554,851
Kindergarten entries	50,920
Total average daily attendance	542,693
Total average daily membership	574,616
Average daily haul (transported)	297,968

- **HIGH SCHOOL GRADUATES**

Boys	18,542
Girls	18,231
Total	36,773

- **SPECIAL EDUCATION**

Students	64,782

- **SCHOOL DISTRICTS**

Independent School Districts	455
Dependent School Districts	154
Total	609

SCHOOLS (Estimates)

Senior High Schools	488
Junior High Schools	192
Middle Schools	149
Dependent Elementary Schools	154
Independent Elementary Schools	916
Vocational-Technical Schools	44
Total Schools	1,943

- **PROFESSIONAL EDUCATION STAFF**

Number of full-time equivalency professionals

Superintendents	456
Assistant Superintendents	114
Elementary Non-Teaching Principals	662
Middle School Non-Teaching Principals	107
Total Teachers	40,052

- **1988-89 AVERAGE TEACHER SALARY** $23,521

- **NUMBER OF SUPPORT PERSONNEL** 25,400

- National per pupil expenses averaged $4,243 in 1987-88 (the last year for which figures are available) ranging from a low of $2,454 in Utah to $7,971 in Alaska.

- Oklahoma's per-pupil expenditure is $3,093 (1987-88 information most recent available). This places the state about 44th in per-capita funding for students.

- Dropouts--Oklahoma's high school dropout rate is 18.43%. Total dropouts reported statewide: 8,051 (1989-90, all grades, unduplicated count).

FY-91 Common Education Appropriations for Schools

Program Areas	FY 90 Adjusted Appropriation Base	FY 91 S.B. 770	Amount of Change	% Change
1. Financial Support of Schools	830,915,958	1,032,034,672	201,118,714	24.20%
2. Purchase of Textbooks	10,276,624	14,157,910	3,881,286	37.77%
3. School Lunch Matching	1,903,215	2,612,123	708,908	37.25%
4. Adult Ed. Matching	285,600	501,808	216,208	75.70%
5. Voluntary School Consolidation Assistance	750,000	0	(750,000)	(100.00%)
6. School Improvement Grants	0	430,000	430,000	100.00%
7. Early Childhood Education	835,275	0	(835,275)	(100.00%)
8. Alternative and At-Risk Education	1,670,000	1,920,000	250,000	14.97%
9. I.C.T.E. *	3,202,065	2,681,475	(520,590)	(16.26%)
10. County Superintendents' Salary Increases	0	75,500	75,500	100.00%
11. Staff Development for Schools	1,539,720	1,629,739	90,019	5.85%
12. School Lunch Programs	3,618,375	3,618,375	0	0.00%
13. Psychometric Services	950,818	950,818	0	0.00%
14. Homebound Children	1,278,696	1,278,696	0	0.00%
15. Arts-in-Education	294,450	294,450	0	0.00%
16. Library Resources	2,850,114	2,850,114	0	0.00%
17. Community Education	401,000	401,000	0	0.00%
18. Career Education	135,114	135,114	0	0.00%
19. Okla. School/Commmunity Arts-in-Education	154,196	154,196	0	0.00%
20. Community Literacy	200,000	200,000	0	0.00%
21. Health and Nutrition	300,000	300,000	0	0.00%
22. Teacher Consultant Stipend	1,026,854	1,026,854	0	0.00%
23. Driver Education	2,350,000	1,720,000	(630,000)	(26.81%)
TOTAL COMMON EDUCATION LINE ITEMS	**864,938,104**	**1,068,972,874**	**204,034,770**	**23.59%**
24. Voluntary School Consolidation Assistance Appropriated in H.B. 1016	0	35,000,000	35,000,000	100.00%

* Instructional Cooperative and Technological Education

APPENDIX

APPENDIX 1

1990 Legislation

SB 163 Reduces from $2,000 to $1,000 the minimum invoice amount for which a sworn statement is required to be submitted to any county or local subdivision of the state for payment of an architect, contractor, engineer or supplier of materials.

Modifies the notarized statement.

Effective Date: August 24, 1990

SB 360 Prohibits the scheduling of any election during the 20 days preceding the date of a Presidential Preferential Primary.

Provides procedures for a voter to be issued a replacement set of absentee ballots.

Effective Date: May 30, 1990

SB 463 Modifies building code reference to refer to the Building Officials and Code Administrators National Building Code, as last revised, the Southern Standard Building Code Congress International or the Uniform Building Code.

Effective Date: May 10, 1990

SB 539 Provides that dual office-holding prohibitions shall not apply to any person holding a county office or any trustee or director of a rural electric cooperative or port authority who is appointed to a board or commission relating to federal, state, county or municipal government, except where duties of the offices conflict.

Effective Date: September 1, 1990

SB 684 Modifies certain definitions in the Competitive Bidding Act of 1974 to exclude improvements, construction or repairs to public buildings which are leased for private use and no tax revenues are expended on said contracts.

Effective Date: May 1, 1990

SB 708 Provides that all persons who are members or are eligible to be members of the Teacher's Retirement System of Oklahoma and who commence employment with a qualifying employer on or after July 1, 1990, must have a total of at least 15 years of credited service with a qualifying employer before they may continue to participate in the health and dental insurance plan following termination of employment.

Effective Date: July 1, 1990

SB 710 Provides that any person claiming to be eligible for a tax-exempt or nonprofit license plate must have the name or insignia or other symbol of the organization prominently displayed upon the outside of the vehicle unless such display is prohibited by federal or state law, or by state agency rules and regulations. The identifying name, symbol or insignia is to be affixed:

(1) on each side of the vehicle, in letters not less than two (2) inches high and two (2) inches wide, and

(2) be of sufficient size, shape and color as to be readily legible during daylight hours from a distance of fifty (50) feet while the vehicle is not in motion.

Effective Date: July 1, 1990

SB 770 Education appropriations bill. Summary appears in following section.

SB 810 Relates to the Teacher's Retirement System.

Defines "teacher" as classified personnel and nonclassified optional personnel.

Defines "active classroom teacher" as a person employed by a school district to teach students specifically identified classes for specifically identified subjects during the course of a semester and who holds a valid certificate or license.

Increases employer contributions for TRS members from 1 percent beginning July 1, 1990, to 2½ percent beginning July 1, 1993. Increases are to be phased in at the rate of ½ percent per year.

Provides that beginning July 1, 1990, classified members who retired prior to July 1, 1989, will have their retirement benefits calculated on their current minimum average salary plus $950, and unclassified members will have their retirement benefits calculated on their current minimum average salary plus $475.

Provides that beginning January 1, 1991, payment for each year of never-before-purchased Oklahoma service and for each year of out-of-state service will be based upon the actuarial cost of the incremental projected benefits to be purchased.

Allows credit for sick leave accumulated during pre-membership years.

Allows members to purchase credit for years of employment with a noneducation public employer when the employer was not participating on one of the state's other public retirement systems if the employer currently is participating in one of those systems.

Provides that any member absent from the teaching service under certain conditions will be allowed to retain membership upon payment of the amount determined by the board of trustees.

Allows members who taught kindergarten on public school property prior to state-supported kindergarten and who subsequently taught in the public schools and have met the necessary qualifications may purchase credit for such earlier kindergarten employment.

Effective Date: July 1, 1990

HB 1212 Modifies procedures for dispensing with school.

Authorizes an election for dispensing with school to be held upon petition signed by 40 percent of the school district electors; requires the secretary of the county election board to certify the signatures; requires the parent or guardian of each child desiring to be transferred from any school district dispensing with school to file an application for transfer with the county superintendent within 10 days after the election results are declared.

Requires the State Board of Education to maintain records of attendance by school board members at continuing education events; requires school board members to be notified by mail of any final opportunity to complete these requirements.

Effective Date: September 1, 1990

HB 1602 Provides that before entering into any type of contract that creates an unfunded liability and is for the purpose of enhancing pension benefits for employees beyond the provisions of the Teacher's Retirement System, a state institution of higher education, area vocational-technical school district, or public school district shall forward to the Office of the Attorney General a copy of the contract and a copy of an actuarial report indicating the amount of unfunded liability; prohibits the signing of any such contract by the education entity until the attorney general approves the contract.

Provides for audits of unfunded pension benefits and other post-employment benefits; requires an annual report pertaining to such benefits.

Effective Date: May 21, 1990

HB 1880 Permits Teachers' Retirement System members who were employed in an Upward Bound Program or a Head Start Program and who at that time had a teaching certificate to purchase credit for up to five years of such employment.

Operative Date: July 1, 1990

HB 1883 Increases from nine to 13 months the amount of time a newly elected school board member has to attend a workshop on school finance, the Oklahoma School Code and related laws, and the ethics, duties and responsibilities of district board of education members. (Amends HB 1017)

Increases the number of signatures required for a consolidation petition from 30 percent to 40 percent of the school district electors; provides that a new school district formed through consolidation has the option of forming a seven-member board of education.*

Adds higher education transcripts maintained in the personnel files of certified public school employees to the list of personnel records a public body may keep confidential.

Provides that upon the effective date of the annexation of an entire school district to one or more school districts, the board of education of the annexed district shall be declared abolished by the county superintendent. If the annexing district currently has a five-member board of education, that school district board of education shall have the option of forming a seven-member board.*

Limits allocations from the School Consolidation Assistance Fund to once per school district; provides for *pro rata* allocations for certain annexing school districts. (Amends HB 1017)

Provides that the Oklahoma School Consolidation and Annexation Act shall apply only to school districts whose entire territory has been annexed to one or more existing contiguous school districts or which have been created by the consolidation of two or more existing contiguous school districts. (Amends HB 1017)

Provides specifications for felony record searches of any employee or prospective employee of a local school district; requires each public board of education to promulgate a statement of that school district's policy regarding felony record searches.

Effective Date: May 23, 1990
*Effective Date: July 1, 1990

HB 1906 Prohibits hazing by any student organization or any person associated with any organization sanctioned or authorized by any governing board of any public or private school or institution of higher education; requires a copy of the policy or the rules and regulations which prohibit hazing be given to each student enrolled in the school or institution.

Effective Date: July 1, 1990

HB 1946 Prohibits the provision of any test materials relating to the Oklahoma School Testing Program to any teacher or test monitor prior to the date on which the test is to be administered.

Requires every public school to file for public inspection the certification of each teacher and administrator employed by the school; requires the filing to be in the administrative office of the school site and the filing must indicate whether certification was obtained through emergency and/or alternative certification procedures.

Modifies procedures concerning interstate transfers of students.

Prohibits students who reside outside of the state from being counted as ADM for the purpose of calculation of State Aid.

Deletes language relating to the qualifications and election of the State Superintendent of Public Instruction.

Modifies requirement of declaration of vacancy of school board positions due to failure to complete required workshops. (Amends HB 1017)

Effective Date: September 1, 1990

HB 2167 Allows school districts for payroll purposes to include as regular personnel those people who are employed on a temporary or occasional basis.

Exempts any vendor of a school district which files an affidavit in any one fiscal year from filing any other affidavit for any subsequent invoice to the same school district during the same fiscal year; requires school district to maintain affidavits in a vendor file.

Allows any school district board of education to issue a negotiable instrument which will serve as both a warrant on the treasury and check ordering payment of the warranted amount.

Allows any board of education to issue an alternate warrant for a lost or destroyed warrant.

Authorizes contracts and warrants for capital outlay purposes during certain protest period; authorizes payment of itemized and documented travel expenses of prospective employees for sponsored visits to a school district; provides that treasurer or assistant treasurer of a school district may serve as minute clerk; modifies procedures relating to deposits in school activity accounts.

Allows a school board to designate a petty cash custodian to countersign petty cash checks in place of the activity fund custodian.

Modifies school district cost accounting system and provides for alternate procedure; eliminates certain procedures regarding encumbrances; authorizes State Board of Education to withhold certain monies from subsequent allocations to school districts.

Operative Date: July 1, 1990

HB 2169 Creates the Oklahoma Alternative Fuels Conversion Act; allows all gasoline powered school vehicles to be converted to operate on an alternative fuel; allows access to the Oklahoma Alternative Fuels Conversion Fund for expenses of the conversion under certain conditions; limiting conversion cost to $3,000.

Operative Date: July 1, 1990

HB 2320 Provides supplemental appropriations for State Aid; modifies calculations relating to midterm adjustment to State Aid. (Amends HB 1017)

Effective Date: May 7, 1990

APPENDIX 2

Use of Standardized Tests: Benefits and Cautions

A standardized test is one which has been constructed in accord with detailed specifications--one for which the items have been selected after tryout for appropriateness in difficulty and discriminating power. It is accompanied by a manual giving definite directions for uniform administration and scoring, and one which is provided with relevant and dependable norms for score interpretation (Ebel and Frisbie, 1986). Such tests provide data which indicate relative rankings among students based on their performance. Such rankings yield comparisons of individuals' scores (as well as average scores for groups) with their peers at the class, grade, building, district, state, and national levels.

Benefits:

In regard to administration of such tests, factors on the positive side include the following:

- As stated in *A Nation at Risk: The Imperative for Educational Reform* (National Commission on Excellence in Education, 1983) "Standardized tests of achievement (not to be confused with aptitude tests) should be administered at major transition points from one level of schooling to another and particularly from high school to college or work. The purposes of these tests would be to: (a) certify the student's credentials; (b) identify the need for remedial intervention; and (c) identify the opportunity for advanced or accelerated work. The tests should be administered as part of a nationwide (but not Federal) system of State and local standardized tests."

- Currently 42 of the 50 American states conduct statewide assessment to determine students' achievement levels in the basic skills. (Survey Conducted by the Council of Chief State School Officers, 1988). Fifty-nine percent (59%) of these states employ standardized tests to assist in determining the achievement progress of students in the public schools. Such information is useful "because it helps to inform students, teachers, administrators, and the public at large of the educational efforts in their schools" (Ebel and Frisbie, 1986).

- Linn (1983), in differentiating between the function of teacher-made tests and standardized achievement tests, stated "for the school or district as a whole, the traditional standardized test provides a general summary of the achievement of its students. By themselves, the scores do not reveal anything about the causes of performance, but they do provide a general reading of the current status in comparison to the nation at large. By comparison of scores from one year to another, the school or district can also get an indication of improvement or decline in performance."

- Through the use of computers for scanning and scoring, reports of test results can be customized to yield desired data on a variety of skill categories. To accomplish this, test item data from any of the subject area subtests can be pooled to yield results on such categories as research skills, higher order thinking skills, and any specific learner objectives which were measured by the tests. The

availability of such specific information increases a school's potential for helping students improve in their acquisition of basic skills.

- The results of standardized tests can be used to determine the apparent effectiveness of specific instructional programs and efforts exerted toward educational reform. Considered most appropriate is the observation of individual student progress over a span of several years. The analysis and use of such data in decision-making can aid in increasing the cost efficiency of our schools.

- The benefit to students resulting from taking a standardized test can be enhanced if they and their parents are given feedback on test results. In addition, such sharing of results (as is the goal in the OSTP) can encourage students to take responsibility for much of their own skill reinforcement and learning--a factor which greatly enhances their potential for improvement.

- To enter many professions, students will be expected to pass tests. Test-taking in itself involves a set of skills which can be sharpened and improved with practice. The annual administration of standardized tests serves to prepare students for taking college entrance tests as well as examinations to qualify in such fields as real estate, accounting, plumbing, electrical work, law, medicine and others.

Cautions:

There are certain cautions which should be noted in the administration of standardized tests and the interpretation and use of such data:

- Standardized, norm-referenced achievement test batteries are designed to be used nationwide. Since there is no established nationwide curriculum, it is highly unlikely that the objectives on which a given standardized test is developed will exactly fit the curriculum of any specific school, district, or state. This lack of correlation can often result in lower student performance than that which would be obtained from the administration of a teacher-made test which is tailored to the course and objectives being taught.

  NOTE: Performance of the national norm group would be affected similarly from this condition (since this group represents a random sampling of students from all sizes and conditions of school districts across the nation). Therefore, the national norm with which local student performance is compared on each subtest would reflect similar effects--a factor which should not penalize students in school districts which can offer a varied curriculum.

- Failure to control certain necessary standardized test conditions can yield invalid results. Necessary conditions to control during test administration include (a) physical environment (room temperature, lighting, noise level and overcrowding of students); (b) emotional environment (diminishing test anxiety and motivating students through positive attitudes on the part of

parents, teachers and school administrators); and (c) test administration procedures (giving directions accurately, observing strict timing of tests and monitoring students' test-taking behaviors).

- Standardized test results represent estimates of student achievement levels only at the time the test was given and for a period of a few weeks. Students' test scores can change to a measurable degree with the passage of time, accumulation of additional knowledge and improvement in basic skills. Therefore, neither individual students, school buildings, nor entire school districts should be permanently labeled or judged based on the single administration of a standardized test.

- It is neither equitable, meaningful, nor appropriate to compare the performance of individual schools or school districts with one another without considering certain demographic factors which are known to exert influence on test results (Jenks, 1972; White, 1976). These factors include socioeconomic level of the community, median income and median educational levels of community members. In addition, where small numbers of children are tested, the abilities of one or two students can affect the overall percentile ranking of any grade level in that district. Furthermore, the mobility of families can have an effect on the overall percentile ranking of the school district.

  In general, the higher the socioeconomic level of the community is, the greater the median income; and the higher the median educational level of the community is, the more likely the students in that school district are to score higher on achievement tests. The Educational Indicators Study developed by the State Department of Education (October 1989) provides an analysis of 1989 *MAT-6* district-level scores based on statistical weightings of relevant socioeconomic, demographic and [school-related] financial factors. For this study, schools were ranked at each grade level tested based on the differences in actual scores earned and scores that were predicted from appropriate weightings of the following factors found to correlate to a moderate degree with test score levels: (1) percent of total school funding represented by a combination of county and local funds; (2) average salary of teachers; (3) percent of total population applying for free and/or reduced school lunches; and (4) percent of students from racial/ethnic minorities.

  Due to efforts to report the 1990 test results as quickly as possible after their receipt, the test data contained in this report could not be treated statistically to equalize the effects of those factors listed above. Under these conditions, it is both meaningless and inappropriate to compare the performance of students in specific schools or school districts to determine the effects of instructional programs.

APPENDIX 3

Oklahoma Graduation Test Program (OGTP)

Excerpt from Senate Bill 183, enacted in May 1989.

"Beginning with the 1992-93 school year, the Board shall cause a criterion-referenced test to be administered to every student enrolled in the twelfth grade of the public schools of this state. This test shall be designed to indicate whether basic and higher-order competencies expected of Oklahoma high school graduates have been mastered by the student. The test shall include sections on reading of English, writing of English, mathematics, science, and the history and government of the United States. Specific competencies expected and measures of satisfactory performance shall be determined by the Board and shall be consistent with learner outcomes promulgated by the Board. Each twelfth-grade student shall have the opportunity to take the test not later than the end of October of the twelfth-grade year. Each such student who does not perform satisfactorily on all sections of the test shall have additional opportunities during the remainder of the student's twelfth-grade enrollment to retake sections of the test on which performance was unsatisfactory. Except as otherwise provided by law, and effective September 1, 1992, a student shall not receive a diploma from a public high school of this state until that student has performed satisfactorily on all sections of said test. A student who completes the requirements for graduation from a public high school of this state, but who does not qualify for a diploma as a result of this act shall receive a Certificate of Attendance and Completion. For purposes of test development, the Board is authorized to conduct pilot testing during the 1989-90, 1990-91, and 1991-92 school years."

APPENDIX 4

Student and Professional Staff Minority Representation

Ethnic Categories	1984-85		1985-86		1986-87		1987-88		1988-89	
	Student Enrolled	Prof. Staff	Student Enrolled	Prof. Staff	Student Enrolled	Prof. Staff	Student Enrolled	Prof. Staff	Student Enrolled	Prof. Staff
Black Non-Hispanic	9.3%	5.1%	9.4%	5.0%	9.7%	4.9%	9.8%	4.8%	9.9%	4.7%
Indian	10.4%	2.1%	10.5%	2.1%	10.2%	2.2%	10.5%	2.2%	11.1%	2.2%
Spanish American	2.1%	.26%	2.1%	.28%	2.2%	.29%	2.3%	.28%	2.4%	.30%
Oriental	1.2%	.12%	1.1%	.13%	1.1%	.13%	1.1%	.13%	1.1%	.13%
Caucasian & Others	77.0%	92.4%	76.9%	92.5%	76.8%	92.5%	76.2%	92.6%	75.5%	92.7%
Total Minority Representation	23.0%	7.6%	23.1%	7.5%	23.2%	7.5%	23.7%	7.4%	24.5%	7.3%

ACKNOWLEDGMENTS

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